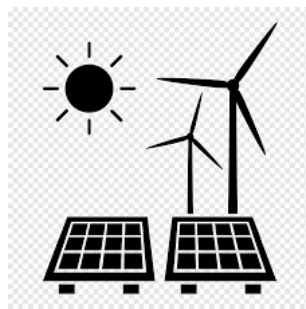


Yearly Planning Year 6

Topic Name and Curriculum Driver



Energy

**Inspirational People:
Black History & Suffragettes**



**Mayan
North & South America**



Health Week

Multifaith Week

**World Book Day
French Day**

**London Residential - June
Arts Festival – second part of Summer term**

Year 6 National Curriculum Objectives

Science

Electricity:

I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

I can draw a diagram using recognised symbols to represent a simple circuit.

TAPS Investigations:

Set up an Enquiry: Bulb Brightness

Observe & Measure: Conductive dough

Animals Inc: Humans:

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions

I can describe the ways in which nutrients and water are transported in animals, and humans

TAPS Investigations:

Set up an Enquiry: Heart Rate

Light:

I can show that light appears to travel in straight lines.

I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye.

I can demonstrate and explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.

TAPS Investigations:

Ask Questions & Plan Enquiry:

Light Questions

Record: Investigating Shadows

Living Things and Environment:

I can give reasons for classifying plants and animals based on specific characteristics.

I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences

TAPS Investigations:

Interpret and Record: Invertebrate research

Evolution:

I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information.

I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution.

TAPS Investigations:

Evaluate: Fossil Habitats

Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (bulb brightness & shadow drawings)

I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources.

I can use scientific language and ideas to explain, evaluate and communicate my methods and findings

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

I can find things out using a wide range of secondary sources of information.

I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Spellings

Spellings:

Once children complete their RWI phonics programme they will be moved onto and follow the KS2 RWI Spelling programme of study.

<https://www.oxfordowl.co.uk/for-school/read-write-inc-spelling>

The reading and spelling of the KS2 Common Exception words will be taught explicitly outside the RWI Spelling Programme.

Writing

Handwriting:

- To write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
choosing the writing implement that is best suited for a task.
- To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Planning, Writing and Editing

- To note down and develop initial ideas, drawing on reading and research where necessary.
- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- To use a wide range of devices to build cohesion within and across paragraphs.
- To habitually proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Descriptive Passage:

Flannan Isle Mystery

Grammar & Punctuation

- Look at Y5 grammar: subordination and relative clauses
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
To use the perfect form of verbs to mark relationships of time and cause.
- To use the passive voice.
- To use the full range of punctuation taught at key stage 2 correctly

Audience & Purpose

- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

Mystery and Suspense Story: Haunted

House use the Dracula video – Literacy Shed.

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To use the perfect form of verbs to mark relationships of time and cause.
- To use the full range of punctuation including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
- To use question tags in informal writing.
- To use the subjunctive form in formal writing.

Audience & Purpose

- To write effectively for a range of

Non-chronological report: Looking at a Suffragettes

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- To use the subjunctive form in formal writing.
- To use the perfect form of verbs to mark relationships of time and cause.
- To use the passive voice.
- To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Adventure Story: Based on Kensuke Kingdom novel – trapped on a desert island

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb

Class discussion / debate: 'Should children be taught at home or in school? Based on Skellig Novel

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- To use the subjunctive form in formal writing.
- To use the perfect form of verbs to mark relationships of time and cause.
- To use the passive voice.
- To use question tags in informal writing.

Balanced Arguments: 'Is keeping a secret from your family a good idea?' based on Skellig.

Grammar & Punctuation

- Including all Y5 grammar: Subordination &

Poetry:

William Blake – 'The Schoolboy!' (this links to Skellig Novel)

Grammar & Punctuation

- To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Information Leaflet: Landmark of London

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To use the subjunctive form in formal writing.
- To use the perfect form of verbs to mark relationships of time and cause.
- To use question tags in informal

Story Writing with historical focus:

Based on The Portal. If they travelled through a Portal which historical period would they go back to?

Grammar & Punctuation

- Including all Y5 grammar: Subordination & relative clauses
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- To use the subjunctive form in formal writing.
- To use the perfect form of verbs to mark relationships of time and cause.
- To use the passive voice.

<ul style="list-style-type: none"> To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p>Letter: Letter home from a Light house Keeper <u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> Including all Y5 grammar: Subordination & relative clauses To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use the full range of punctuation including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Audience & Purpose</u></p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <ul style="list-style-type: none"> To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p>Recount: police report - Murder Mystery. <u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> Including all Y5 grammar: Subordination & relative clauses To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use the full range of punctuation taught at key stage 2 	<p>agreement when using singular and plural.</p> <ul style="list-style-type: none"> To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use the full range of punctuation taught at key stage 2 correctly <p><u>Audience & Purpose</u></p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>relative clauses</p> <ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the full range of punctuation taught at key stage 2 correctly, <p><u>Audience & Purpose</u></p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>writing.</p> <ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. <p><u>Audience & Purpose</u></p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<ul style="list-style-type: none"> To use the full range of punctuation taught at key stage 2. <u>Audience & Purpose</u> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p><u>Transition Units:</u> <u>Autobiography: about myself – secondary school.</u> <u>Local Poet: Norman Nicholson</u></p>
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Independent Writing

<p>Description of a setting: Flood Lands</p>	<p>Story Writing: Children given the opening of a story for them to complete. Mystery and Suspense Themed</p>	<p>Non-Chronological Report: Inspiration Person</p>	<p>Character Description: based on the novel Skellig</p>	<p>Recount: London residential</p>	<p>Information Leaflet: about Haverigg or a place to visit.</p>
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Spoken Language

<p>Spoken Language:</p> <ul style="list-style-type: none"> I can ask specific reasoned questions to improve my understanding. I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
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Reading

<p>Whole Class Texts: Floodlands, Kensukes Kingdom, The Portal, Skellig & Firework Makers Daughter</p> <p>Comprehension:</p> <ul style="list-style-type: none"> I can read books that are structured in different ways for different purposes e.g. for fun or research. I can talk about how authors use language, including figurative language, and the impact it has on the reader. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart. I can understand how language, structure and presentation contribute to the meaning of a text. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

- I can read whole books, including novels, with confidence.
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning
- I can fully explain my views with reasons and evidence from the text.
- I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Maths

Place Value:

I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit.

I can round any number to a required degree of accuracy.

I can use negative numbers in context when looking at temperature or money: counting in jumps forwards and backwards through 0.

I can solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero. I can show an understanding of place value including decimals.

Addition and Subtraction:

I can mentally calculate using a mix of the four operations

I can solve problems with more than one step and operation and explain why I used them.

I can solve addition and subtraction word and practical problems.

I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.

increasingly large numbers

I can identify common factors, multiples and prime numbers.

I can use the order of importance of the four operations when answering questions.

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable.

Multiplication & Division:

I can multiply numbers of up to 4 digits by a two-digit number using a formal written method.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate.

I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate.

I can mentally calculate using a mix of the four operations and division.

I can use estimating to check answers and problem solving

Statistics:

I can interpret and construct pie charts and line graphs.

I can use these to solve problems.

I can calculate and interpret the mean as an average.

Position & Direction:

I can describe positions in all four quadrants on a full coordinate graph.

I can draw and translate simple shapes on the coordinate plane and reflect these in the axis.

Fractions:

I can use common factors and multiples to simplify fractions and express fractions in the same denomination

I can compare and order fractions including those bigger than 2.

I can add and subtract fractions with different denominators and mixed numbers.

I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as $1/4 \times 1/2 = 1/8$.

I can divide proper fractions by whole numbers such as $1/3 \div 2 = 1/6$.

I can link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$, and 0.378 is $3/8$ as a simple fraction.

I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000.

I can multiply numbers less than 10 with up to 2 decimal places by whole numbers.

I can solve problems which require answers to be rounded to specified degrees of accuracy.

I can use written division methods for numbers with up to two decimal places.

I can use equivalences between simple fractions, decimals and percentages to help me solve problems.

Ratio and Proportion:

I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers.

I can also use percentages for comparisons.

I can solve problems involving shapes where the scale factor is known or can be found.

I can solve problems involving unequal sharing and grouping.

I can use my knowledge of fractions and multiples to do this.

Shape:

I can draw 2-D shapes using dimensions and angles I am given.

I can recognise, describe and build simple 3-D shapes, including making nets.

I can compare and classify geometric shapes based on their properties and sizes.

I can also find unknown angles in any triangles, quadrilaterals or regular polygons.

I can illustrate and name parts of circles, including radius, diameter and circumference.

I know that the diameter is twice the radius.

I can recognise angles where they meet at a point, are on a straight line or are vertically opposite.

I can then find any missing angles.

Algebra:

I can use simple formulae.

I can create and describe linear sequences.

I can record missing number problems algebraically

I can find pairs of numbers which complete an equation with two unknowns.

I can create a list of possibilities of the combination of two variables

I can solve problems involving addition, subtraction, multiplication			
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Art

<p><u>Colour Wheel:</u> mixing/blending the Primary, Secondary and Tertiary colours.</p>	<p><u>William Turner</u> the work and ideas of William Turner by explaining and justifying preferences towards his artistic styles. How to create pieces of art taking into consideration the scale and proportion, simple perspective using the focal point and horizon.</p>	<p><u>Impressionist Art: Monet</u> (Mel's planning) Framed pieces I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen. Brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Practise technique of blending colours together) I can improve my use of techniques I have been taught</p>	<p><u>Henri Rousseau:</u> I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen. Still life drawings of trees Malleable Material: Clay work: linking to the jungle and Henri Rousseau. Creating a clay tile and using the layering technique. I can improve my use of techniques I have been taught I can select ideas based on first hand observations, experience or imagination and develop these through open ended research I can change and improve my own final work following feedback on my first thoughts and designs</p>
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Geography

<p><u>Topic Mapping Skills -Autumn 1</u></p> <ul style="list-style-type: none"> • Locate the worlds countries using maps • Identify the position and significance of latitude and longitude, equator, northern and southern hemisphere, tropic of cancer and Capricorn, arctic and Antarctic circle, time zones: Greenwich prime, meridian line • Globes, atlases, digital computer mapping – to pin point countries using the co-ordinates. <p><u>Topic: Natural Disasters - Autumn 2</u></p> <ul style="list-style-type: none"> • Pyhsical Geog inc: focusing on volcanoes and earthquakes • Concentrate on environmental regions and key physical and human characteristic 		<p><u>Topic: North and South America</u></p> <ul style="list-style-type: none"> • Locate the worlds countries using maps focusing in on North and South America • Understand geographical similarities and differences through the study of human and physical geography of a region within North / South America • Types of settlement and land use, economic activity, trade links. • Climate zones, biomes and vegetation belts. Globes, atlases, digital computer mapping – to pin point countries using the co-ordinates. • Locate countries and describe features studied
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Music

<p style="text-align: center;"><u>Film Music</u></p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <ul style="list-style-type: none"> • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 	<p style="text-align: center;"><u>Fingal's Cave</u></p> <ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and 	<p style="text-align: center;"><u>Leavers' Song</u></p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given
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- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critique their own and others’ work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Vocabulary:
 Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing
 Composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise
 Interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo
 Soundtrack, symbol, timpani, tension, texture, tremolo, unison

instruments.

- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critiquing their own and others’ work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor’s cues and directions.

Vocabulary:
 audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practicing, group work, ensemble

stimulus with voices, bodies and instruments.

- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others’ work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor’s cues and directions

Vocabulary
 Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse

Design & Technology

Phunky Foods:

- Sikhism Pudding – children to design new flavours to add into their Sikh pudding.
- I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills
- I can use information on food labels to inform choice

Rocket Car Project Led by STEM team

Electrical System & Mechanical Systems: Pulleys or Gears

- I can use research I have done into famous designers and inventors to inform my designs
- I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities
- I can use my technical knowledge and accurate skills to problem solve during the making process
- I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made
- I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately
- I can understand and use electrical systems in my products (Y4)
- I can understand how to use more complex mechanical and

- electrical systems (Y5)
- I can apply my understanding of computing to program, monitor and control my products. (Y6)
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RE

Buddhist Worships and beliefs

- To find out who Buddha was and why he was important?
- Find out some of the core beliefs and teachings of Buddhism
- Learn about the Four Noble Truths and the Eightfold Path
- To find out about the Buddhist beliefs of karma and rebirth
- Where and when Buddhists worship
- Investigate ways of worship and symbolism in Buddhism

Islamic Rites of Passage

Multi Faith Week Focus:

- What is the Holy Book?,
What are the Symbols,
What are the Place of Worship?
Artefacts / Clothes,
Beliefs
- To understand what Islam is and what the five pillars are.
 - To explore Muslim birth ceremonies and naming days
 - To find out about the Islamic marriage ceremony.
 - To find out about Muslim funeral ceremonies.
 - To understand the importance of the Hajj for a Muslim person.

What is a Church?

- What is written in the Bible
- Foundation of the Christian Church
- How the church reflects local culture
- How churches help Christians to Worship
- How churches serve the community
- How churches form part of the Global Community
- Reflection

PE

Football

- Compare performances.
- Comprehend and show why player with the ball should keep moving or be ready to pass quickly.
- Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.

Dance

- Work collaboratively to include more complex compositional ideas
- Develop motifs and incorporate into self-composed dances as individuals, pairs & groups
- Talk about different styles of dance with understanding, using appropriate language & terminology
- Developing group devices and greater use of teamwork.
- Demonstrating narrative through contact and relationships
- Showing tension through pattern and formation

Sports Hall Athletics

- Vertical Jump
- Standing Long jump
- Triple Jump
- Speed Bounce
- Chest push
- Javelin
- Sprints & relays

OAA

- Follow and orient a map.
- Identify objects in a scavenger hunt.
- Perform complex group pyramid
- balances.
- Tie a reef knot.
- Design your own game using, refining, and adapting group ideas

Gymnastics

- Prepare for vaulting.
- Dismounting from height.
- Flight in unison & cannon.
- Use music.
- Create group patterns.
- Entrance and relationships to one another.
- Use stimuli such as ribbons and hoops

Tag Rugby

- Compare performances.
- Comprehend and show why player with the ball should keep moving or be ready to pass quickly.
- Set play for attacking, take the distance not the time, spaces not faces

Dance

- Explore space in a deeper way in relation to dance.
- Identify appropriate dynamics and group formations for the Hakka.
- Perform some basic street dance skills.
- Compose a street dance performance.
- Create a phrase of gestures that communicate a theme.
- Describe the meaning/purpose of several different devices. Show formations that create tension and relationships.
- Create and perform a live aural setting.

Netball

- Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.

Athletics

- Sprint start techniques.
- Developing the phases of triple jump to jump for distance.
- Use the heave throw technique.
- Assess own ability in running tasks.
- Scissor jump preparation for high jump.

Quad track and field competition

Rounders

- Demonstrate urgency when acquiring runs/rounders.
- Track and catch high balls.
- Work in pairs to field a long ball.
- Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates

Gymnastics

- Prepare for vaulting.
- Dismounting from height.
- Flight in unison & cannon.
- Use music.
- Create group patterns.
- Entrance and relationships to one another.
- Use stimuli such as ribbons and hoops

Swimming

- I can perform a range of strokes
- I can swim 25 metres
- I can perform self-rescue

History

Inspirational People: How has the role of women changed?

Describe chronology within historical periods – world history and local history
 Evaluate usefulness of a variety of sources
 I can use primary and secondary sources to learn about a period of history – using different artefacts to learn about significant figures
 Ask historical valid questions about changes over a historical time period – questions about how significant figures changed the world

Tudors: What was life like in Tudor England?

Describe chronology within historical periods
 Evaluate usefulness of a variety of sources
 I can use primary and secondary sources to learn about a period of history
 Ask historical valid questions about changes over a historical time period

Mayan Civilisation: How did the Maya Civilisation compare to the Anglo Saxons?

Describe chronology within historical periods
 Evaluate usefulness of a variety of sources
 I can use primary and secondary sources to learn about a period of history
 Ask historical valid questions about changes over a historical time period

Computing & Online Safety

Unit 2: Programming: Lego Robots (STEM Workshops)

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)

Online Safety: taught throughout the year

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

Unit 3: Data Handling - Big Data 1

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT)

Computing systems and networks: Bletchley Park

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT)
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

Unit 4: Creating media: History of computers

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT)

RSE (Discovery)

Healthy bodies, Healthy Minds

- Being the best me

Healthy and Happy Friendships

- Relationships and feelings

Caring and responsibility

- Responsible behaviour as we get older

Similarities and Differences

- Respectful behaviour online and offline.

Families and committed relationships

- starting a family

Puberty Talk with Y5/Y6

Coping with Change

- Coping with emotional effects of life changes

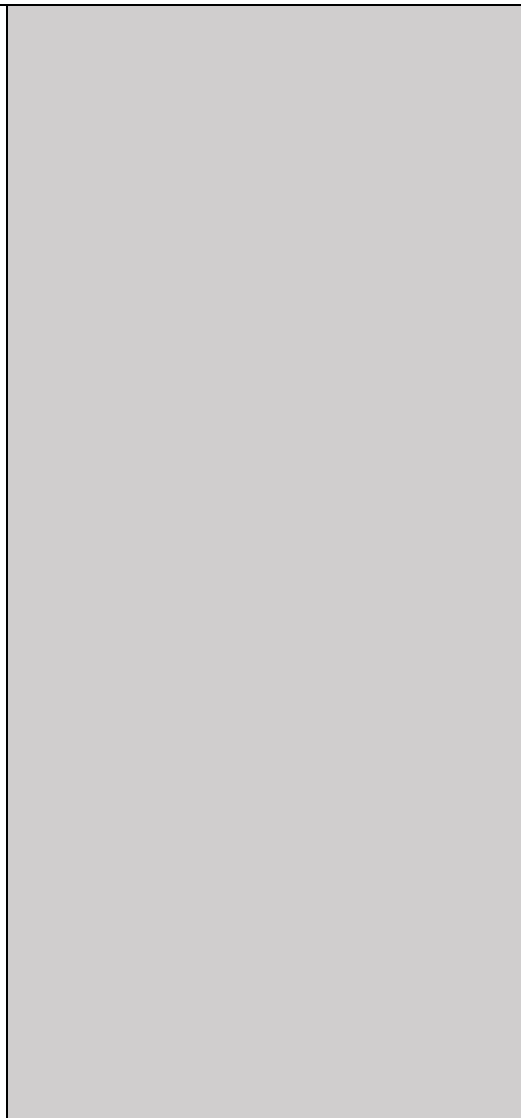
My Happy Mind

<p>Meet Your Brain We are learning:</p> <ul style="list-style-type: none"> All about our brains How you can train your mind How each part of H-A-P work Why the Amygdala behaves the way it does What triggers the Amygdala How to calm our Amygdala What neurons and neural pathways are How habits can be formed How to look after our brains How Happy Breathing is really good for our brains What happens in our brain when we are feeling stressed All about the role of cortisol How to manage our cortisol levels 	<p>Celebrate We are learning:</p> <ul style="list-style-type: none"> About our character strengths and the main types through virtues Which strengths we use the most Why it is important to use our strengths Exploring strengths in more detail Which strengths we use the most Why it is important to use our strengths How to grow our strengths How we use our top 5 strengths How we can use our strengths in different situations How strengths help us to be at our best 	<p>Appreciate We are learning:</p> <ul style="list-style-type: none"> What appreciation means Why gratitude is important How to develop a deeper sense of gratitude What happens when we give and receive gratitude What the domino effect is What 3 things are important to appreciate Which hormone gets released when we give or receive gratitude How to create a habit of giving gratitude How to appreciate ourselves About the links between character strengths and gratitude for ourselves 	<p>Relate We are learning:</p> <ul style="list-style-type: none"> How to understand and celebrate our differences What Stop, Understand and Consider means and how it can help How to better understand differences How we can use our strengths in different ways What makes a good friend How friends help us to solve problems Why it is important to show gratitude to friends How Active listening can help us to relate with others <p>How active Listening can help us to stop, understand</p>	<p>Engage We are learning:</p> <ul style="list-style-type: none"> Recapping on all the habits that we have learnt so far About what we engage in How we can feel good How we can feel good and do good What Big Dream Goals are How our feelings affect our engagement levels How perseverance and resilience help us How to stay focussed on our goals How we already have the skills of perseverance and resilience Recapping Bringing myHappyMind journey to an end for the year Recapping on everything we can learn about ourselves this year 	<p>YEAR 6 PROGRAM STARTS Units Repeated</p>
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French (Kapow)

<p><u>Revision from Y5:</u></p> <ul style="list-style-type: none"> Greetings Name Where you live Animals How do you feel Colours 	<p><u>Unit 1: French Sports</u></p> <ul style="list-style-type: none"> Ask and answer questions Express opinions and respond to those of others Understand the main points and simple opinions Participate in simple conversations on familiar topics Broaden their vocabulary and develop their ability to understand new words. Understand basic grammar appropriate to the language being studied; the conjugation of high-frequency verbs; key features and patterns of the 	<p><u>Unit 3: In my French House?</u></p> <ul style="list-style-type: none"> Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation, so when reading aloud or using familiar words and phrases, others can understand. Broaden vocabulary range and develop ability to understand new words that are introduced into familiar written material, including through use of a dictionary.
<p><u>Unit 4: Planning French Holiday</u></p> <ul style="list-style-type: none"> Ask and answer questions Express opinions and respond to those of others Understand the main points and simple opinions Participate in simple conversations on familiar topics Broaden their vocabulary and develop their ability to understand new words. Understand basic grammar appropriate to the language being studied; the conjugation of high-frequency verbs; key features and patterns of the language. 		

- language.
- Fostering curiosity and deepening understanding of the world.
 - Listen attentively to spoken language and show understanding by joining in and responding.



- Fostering curiosity and deepening understanding of the world.
 - Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations.
- Unit 5: Visiting a French Town**
- Ask and answer questions
 - Express opinions and respond to those of others
 - Understand the main points and simple opinions
 - Participate in simple conversations on familiar topics
 - Broaden their vocabulary and develop their ability to understand new words.
 - Understand basic grammar appropriate to the language being studied; the conjugation of high-frequency verbs; key features and patterns of the language.
 - Fostering curiosity and deepening understanding of the world.
 - Listen attentively to spoken language and show understanding by joining in and responding.
 - Engage in conversations.