

Subject	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme (Q)</p> <p>How did people of other cultures impact the war?</p> <p>History Lead</p>	<p>Theme (Q)</p> <p>How was education shaped by Early Islamic Civilisation?</p> <p>Art/History lead</p> <p>Can everyone make computer games?</p> <p>Computing/DT lead</p>	<p>Theme (Q)</p> <p>Should Catalonia have independence from Spain?</p> <p>Geography/Art Lead</p>	<p>Theme (Q)</p> <p>How much am I like my parents?</p> <p>Science lead</p>	<p>Theme (Q)</p> <p>How was British Democracy shaped by Ancient Athens?</p> <p>British Values/History Lead</p> <p>Democracy based</p>	
<p>Hooks</p> <ul style="list-style-type: none"> • Mock Air Raid • PGL trip • Theatre trip to see Goodnight Mr Tom (if possible) 	<p>Hooks</p> <ul style="list-style-type: none"> • Christmas Fair Stall • Early Islamic Empire – VR Headsets? 	<p>Hooks</p> <ul style="list-style-type: none"> • Theatre trip to see Macbeth (if possible) • Spanish as language for the half term 	<p>Hooks</p> <ul style="list-style-type: none"> • 3D printer • Whipsnade Zoo – Evolution and Adaptions online session 	<p>Hooks</p> <ul style="list-style-type: none"> • Greek Day – history squad • Trip to the houses of Parliament 		
Community Links	Inviting Fountains Close to St George's Remembrance Service	Christmas Cards to Fountains Close.	Donate Easter Eggs to Derian House. Easter Cards for Fountains Close.	Shoe Box Appeal – Chorley and District support for Ukraine	Invitations to the production for Fountains Close.	
Geography			<p>Catalonia Region – Barcelona</p> <p><i>Should Catalonia have independence from Spain?</i></p> <p>Substantive Concept: Weather, Land use</p> <p>Key Questions: <i>Do I understand the features of the world?</i></p>		<p>Local Fieldwork Study</p> <p><i>Have local land changes been positive or negative?</i></p> <p>Substantive Concept: Land use</p> <p>Key Questions: <i>Have local land change uses been positive or negative?</i></p>	

			<p><i>Why do countries in the same continent have a different time? Can I use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied? How is the climate different in Catalonia to other places I have studied? How is the geography of Catalonia different to other areas I have studied? What information can I find out from a key? How can I precisely locate a feature on a map? Can I use 6 figure grid references to show the different forms of land use in Catalonia? Can I present information electronically?</i></p> <p><u>Unit aims:</u> Using latitude and longitude, identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Locate the world's countries, using maps (including the location of Russia) concentrating on their environmental regions Understand geographical similarities and differences through the study of</p>		<p><i>Where is the local area positioned in the NW of England? Can I use OS maps to lead a walk around Rivington? What geographical observations can I make about changing land use in the local area? Can I create a sketch map of Rivington? Can I identify several types of land use in the local area, and how these have changed? Can I explain the positives and negatives of local land use?</i></p> <p><u>Unit aims:</u> Where is the local area? Positioned in the NW of England. Can I use OS maps to lead a walk around Rivington? Make geographical observations about changing land use in the local area Draw a field sketch of Rivington Identify different types of land use in the local area, and how these have changed Complete a double page spread explaining the</p>
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			<p>human and physical geography of a region in a European country (including Russia) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</p> <p>Online Safety – safe searches</p>		<p>positives and negatives of local land use</p> <p>Spirituality</p>
Vocabulary			<p>Catalonia, environmental regions</p> <p>Tundra zone, Taiga or forest zone, the steppe or plains zone, arid zone and the mountain zone , European countries, International Date Line, Prime meridian,</p>		<p>Climate zones, biomes and vegetation belts</p> <p>OS maps. Grid references, OS maps, footpath, railways station, canal/river, reservoir, scale</p>

				Greenwich meridian, time zones						
Christian Values				Showing compassion					Showing compassion	
British Values				Democracy Respect Liberty					Democracy Respect	
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History	WWII: Mohinder's War <i>How did people of other cultures impact the war?</i> Substantive concept : invasion Second order concept : Historical Interpretations <u>Key questions:</u> What are your interpretations of Mohinder? (See Guided Reading novel) How were people encouraged to fight in WW2? Was it only the British who fought for Britain in WW2? Can I describe the role that the French resistance played in WWII? Can I order key events related to the formation and the events of the French resistance? Connected learning: children will also read about Billy Smythe, Lilian Bader and Billy Strachen. Unit aims: Use dates and a wide range of historical terms when sequencing events and periods of time.		Early Islamic Civilisation (Including a study of Baghdad AD 900) <i>What was it like to live during the Early Islamic Civilisation?</i> Substantive concept: civilisation <u>Key questions:</u> How was education shaped by early Islamic Civilisation? What countries were a part of the Islamic Empire and how far is it spread? What was it like to live during the Early Islamic Civilisation? What was The House of Wisdom? Why was it important? Am I able to explain some of the significant discoveries and studies which were led by The Early Islamic Empire and evaluate how they impacted the wider world? What was a Caliph? What were their roles and responsibilities?							
	Ancient Greece- Athens <i>What are the main legacies of the Athenians on the Western World?</i> Substantive concept: civilisation Second order concept: Sources and Evidence <u>Key questions:</u> Who were the Athenians? What did the Athenians achieve? How did the political system work in Athens? Why was trade important to the Athenians? How did the Athenians influence Western Life Study Democracy, Olympics, Theatre, Architecture, Maths & Science including									

	<p>Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes Recognise that some events, people and changes are judged as more significant than others.</p> <p><u>Additional information:</u></p>	<p><u>Unit aims:</u> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Describe key aspects of a non-European society such as the early Islamic civilization Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past.</p>			<p>Medicine, Philosophy, Herodotus (history) , Law</p> <p>Eg write their achievements on a pillar. Can the children choose 8, symbolic of the Parthenon. i.e. The Greeks are laid by the foundations, then the pillars are the legacy of the Ancient Greeks moving to these propping up the western world_</p> <p><u>Unit aims:</u> A study of Greek life, achievements and influence on Western World. Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world.</p>
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	<p>A study of Mohinder's War – Bali Rai. A study of how people of other cultures impacted the war The impact of Billy Strachen, Johnny Smythe and Lilian Bader and how this In spite of racism encouraged black people to fight https://thebarnetgroup.org/tbg/uk-black-history-world-war-i-and-world-war-ii/</p> <p>National Curriculum A study beyond 1066 (Significant turning point in British History).</p> <p>CC – diary entries of the main events of the French Resistance</p>	<p>Describe the impact of historical events and changes Recognise that some events, people and changes are judged as more significant than others.</p> <p>Online Safety – safe searching</p> <p>CC – persuasive poster (house of wisdom)</p>			<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes</p>
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Vocabulary	Parliament Democracy Propaganda Nazi Party Aryan Race Allies Treaty Persecute Surrender Prime Minister Significant Interpretations Persuade Viewpoint Interpretations	The Caliph Ramadan Merchant Scholar Baghdad Significant Years Monotheistic Medieval			City State Monarchy Democracy Oligarchy Polytheistic Strategos Philosophy Slavery Athens Sparta, major influence,
Christian Values	Showing Compassion Self-Control Achieving and Persevering	Acceptance Showing Compassion			Acceptance

	Acceptance Forgiveness Being peaceful and calm									
British Values	Democracy Respect Law Liberty Responsibility	Respect Law Democracy Tolerance Liberty						Respect Law Democracy Liberty		
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p style="text-align: center;"><u>Light</u></p> <p><i>How would life be different if light could bend around corners?</i></p> <p><u>Key questions:</u> Can light travel around a bend? Where should I put a mirror in the car? How can we see something that is not a light source? How could a periscope help us win the war? What shapes are shadows? Where do colours come from?</p> <p><u>Unit aims:</u> Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to</p>	<p style="text-align: center;"><u>Living things and their habitats</u></p> <p><i>Are all animals essentially the same?</i></p> <p><u>Key questions:</u> How can we classify all living things? How can I classify plants? How can I classify animals? What are micro –organisms? How are they the same/different to plants and animals?</p> <p><u>Unit aims:</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p>	<p style="text-align: center;"><u>Electricity</u></p> <p><i>Has electricity improved our standard of life?</i></p> <p><u>Key questions:</u> How do I draw a circuit? What are the recognised scientific symbols in a circuit? Are all bulbs the same brightness? How do bulbs, switches and buzzers work? What is the purpose of circuits? Can I create my own circuit?</p> <p><u>Unit aims:</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p style="text-align: center;"><u>Inheritance and Evolution</u></p> <p><i>How have animals adapted to survive throughout time?</i></p> <p><u>Key questions:</u> How is a cactus adapted to its environment? What would the ultimate adapted animal look like? How does adaptation can lead to evolution? Could things evolve in the future? How much am I like my parents? What can fossils tell us about evolution?</p> <p><u>Unit aims:</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Skills:</u></p>	<p style="text-align: center;"><u>Animals Including Humans</u></p> <p><i>What is blood made of and why do we need it?</i></p> <p><u>Key questions:</u> How do our hearts and lungs work? Can I explain the function of the heart and the process of blood circulation? What is in our blood and how does it move around our bodies? How important are diet, exercise and drugs to our lifestyle and bodies? How do water and nutrients travel around our bodies?</p> <p><u>Also see additional aims from computing for data handling</u></p> <p><u>Unit aims:</u></p>					

	<p>our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Skills:</u></p> <p><u>Observation:</u> Deciding [observe/explore] where to place rear-view mirrors on cars.</p> <p>Investigating the relationship between light sources, objects and shadows by using shadow puppets extend their experience of [explore and observe] light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><u>Practical enquiries, comparative and fair tests:</u> Investigating the relationship between light sources, objects and shadows by using shadow puppets extend their experience of [explore and observe] light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><u>Recording and Presenting Data:</u></p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p><u>Observation:</u> <u>Identifying and Classifying:</u> Using classification systems and keys to identify some animals and plants in the immediate environment.</p> <p><u>Recording and Presenting Data:</u> Using classification systems and keys to identify some animals and plants in the immediate environment.</p>	<p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Skills:</u></p> <p><u>Practical enquiries, comparative and fair tests:</u> Systematically identifying the effect of changing one [thing] component at a time in a circuit.</p> <p><u>Using scientific evidence to support findings:</u> Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p>CC – instructions on how to make their circuit</p>	<p><u>Questioning:</u> Observing and raising questions about animals and how they are adapted to the environment.</p> <p><u>Observation:</u> Observing and raising questions about local animals and how they are adapted to the environment.</p> <p><u>Identifying and Classifying:</u> Comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins & camels.</p> <p><u>Using scientific evidence to support findings:</u> Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p><u>Recording and Presenting Data:</u> Comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins & camels.</p> <p>Spirituality</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals</p> <p><u>Skills:</u></p> <p><u>Using scientific evidence to support findings:</u> Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Online Safety – safe searching</p> <p>CC – diary entry – a day in the life as a blood cell</p>
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	Designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. CC – explanation text											
Vocabulary	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays		Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words “cells” and “batteries” are now used interchangeably.		Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils		Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle			
Christian Values	Persevering		Showing Compassion Being Peaceful and Calm Self-Control		Self-Control		Acceptance Showing Compassion		Showing Compassion			
British Values			Respect Responsibility				Respect		Respect Responsibility			
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below		
RE	6.1 = Life as a journey & pilgrimage (10hrs 6+4) <i>Is every person’s journey the same?</i> <u>Key Questions:</u> Life is a journey. Do you agree? Why? In what ways can life be compared to a journey? In what ways does having faith give meaning and purpose to the journey of life?		6.2 = Advent (5hrs) <i>How do Christians prepare for Christmas?</i> <u>Key Questions:</u> What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent?		6.3 = The Eucharist <i>Why do Christians celebrate the Eucharist?</i> <u>Key Questions:</u> Why do Christians celebrate the Eucharist? What is the reason for celebrating the Eucharist? The Eucharist service has several names. Why is this time of worship called the Eucharist/Holy		6.3A = The Exodus (6hrs) <i>Why is the Exodus such a significant event in Jewish and Christian history?</i> <u>Key Questions:</u> Why did God choose Moses? Why is the Exodus such a significant event in Jewish and Christian history? What is freedom? Why is freedom important?		6.7 = People of faith (6hrs) <i>How does having faith affect people’s lives?</i> <u>Key Questions:</u> What is faith? What does it mean for a person to have faith? What does it mean to be a person of faith? What motivates people of faith?		6.6 = God (6hrs) <i>What is the nature and character of God?</i> <u>Key Questions:</u> What words would you use to describe God? What images do you have of God? What do Christians believe is the nature and character of God?	

	<p>Is choosing to journey through life as a Christian an easy option? Why? Why not? Is every person's journey the same? Why not? Why do people go on a pilgrimage? Does a pilgrimage have to be to a place of worship?</p> <p><u>Unit aims:</u> Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</p> <p>Enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</p> <p>Spirituality</p>	<p>What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?</p> <p><u>Unit aims:</u> Delve deeper into the themes of the season of Advent.</p> <p>Introduce pupils to the Christian belief that Jesus will return (the second coming).</p> <p>CC – Non-chronological report</p>	<p>Communion/Mass/The Lord's Supper? What questions would you like to ask about the Eucharist/Holy Communion Service?</p> <p><u>Unit aims:</u> Identify the links between the Passover meal, Last Supper and Eucharist.</p> <p>Develop pupils' understanding of the Eucharist and the symbolism connected with it.</p> <p>Develop pupils' understanding of the importance of the Eucharist and why it is celebrated.</p>	<p>What does it mean to be free? Why is it important to remember?</p> <p><u>Unit aims:</u> Give pupils a greater understanding of the significance of the Exodus and Passover.</p> <p>Introduce pupils to the links between Christianity and Judaism.</p>	<p>How does having faith affect people's lives? In what ways have people of Christian faith built God's kingdom on earth? In what ways do people of Christian faith build God's kingdom on earth today?</p> <p><u>Unit aims:</u> Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.</p> <p>Discuss that Christian people are called to build God's kingdom here on earth.</p>	<p>How are Christian beliefs about the nature and characteristics of God reflected in their worship? How is it possible for God to be visible and yet invisible? Where is God? What is God's name? Does God really know everything?</p> <p><u>Unit aims:</u> Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people.</p> <p>Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.</p> <p>Increase pupil's awareness that many people live without any belief in or recognition of the existence of God.</p>
Vocabulary	Baptism, Confirmation, pilgrimage, rites of passage and Holy Land	Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary	Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation, sacrament and faith.	Moses, Exodus, Israel, freedom, slavery, Seder, Passover.	Faith, ministry, mission, kingdom of God and vocation.	God, Father, Son and Holy Spirit, Trinity and Celtic
Christian Values	Self-Control Achieving and Persevering	Being Peaceful and Calm	Achieving and Persevering Acceptance	Showing compassion Achieving and Persevering	Achieving and Persevering	Showing compassion
British Values	Tolerance of other faiths Mutual respect			Tolerance of other faiths Mutual respect		Tolerance of other faiths Mutual respect

	Individual liberty					
RE Assessment	See separate document	See separate document	See separate document	See separate document	See separate document	See separate document
Computing	<p>Computer Science</p> <p>How do hyperlinks work?</p> <p>Autumn 1: Create content using a range of programmes to combine content – PowerPoint Escape Rooms</p> <p>Disciplinary Knowledge</p> <p>Can I develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations?</p> <p>Can I evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations?</p> <p>Can I select suitable text, sounds and graphics from other electronic sources, and import into own work?</p> <p>Can I create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity?</p> <p>Can I develop the use of hyperlinks to produce more effective, interactive, non-linear presentations?</p> <p>Can I develop consistency across a document? - same style of font, colour, body text size, etc.</p> <p>Can I make effective use of transitions and animations in presentations? Consider my appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work.</p>	<p>Computer Science (and Information Technology, covered in science)</p> <p>How has technology shaped gaming?</p> <p>Autumn 2: Programming using makecode to create games which control external devices – microbits</p> <p>Disciplinary Knowledge</p> <p>Can I use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs?</p> <p>Can I use procedures in programs?</p> <p>Substantive Knowledge</p> <p>Do I understand what a procedure is and why it is important in programs?</p> <p>Do I know that programs can be represented in different formats including written and diagrammatic?</p> <p>Do I understand the need for precision when creating sequences to ensure reliability?</p> <p>Do I understand that programming software can create simple and complex simulations?</p> <p>Online Safety – online collaboration</p>	<p>Computer Science</p> <p>How do computers talk to each other?</p> <p>Spring 1: Networks Purple Mash Unit 6.6 and understanding search engines?</p> <p>Substantive Knowledge</p> <p>Do I understand how search engines work and know that there are different search engines; some to search within sites, and some to search the wider Internet?</p> <p>Do I understand what 'ranking' is when related to search engines?</p> <p>Do I understand the importance of keywords and 'linked' pages in the listing/ranking of websites?</p> <p>Do I understand the difference between the internet and the world wide web?</p> <p>Do I understand that the Internet provides many different services?</p> <p>Do I know about the key components of a network and how networks work?</p> <p>Do I understand what an IP (Internet Protocol) address is?</p>	<p>Digital Literacy</p> <p>Whose responsibility is my online safety?</p> <p>Spring 2: Online safety, Project Evolve, Year 6, Self Image and Identify (3 sessions) and Health, Wellbeing and Lifestyle (4 sessions)</p> <p>Disciplinary Knowledge</p> <p>Can I locate and respond appropriately to the terms and conditions on websites?</p> <p>Can I identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct?</p> <p>Can I identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications?</p> <p>Can I continue to develop the skills to identify risks involved with contact, content and my own conduct whilst online?</p> <p>Can I use electronic communication and collaboration tools safely?</p> <p>Substantive Knowledge</p> <p>Do I understand what a digital footprint is?</p> <p>Do I know that resources and materials can be covered by copyright and downloading these materials is illegal?</p>	<p>Information Technology</p> <p>How does a 3D printer work?</p> <p>Summer 1: 3D printing using Tinkercad</p> <p>Disciplinary Knowledge</p> <p>Can I design, test and refine programs to control robots or floor turtles taking account of purpose and needs?</p> <p>Can I use programming software to create simulations?</p> <p>Substantive Knowledge</p> <p>Do I understand how experiences of programming / control relate to control systems in the real world?</p> <p>Do I understand that there are often different ways to solve the same problem or task?</p>	<p>Information Technology</p> <p>What is the best way for me to search the internet?</p> <p>Summer 2: Searching using Boolean and relational operators</p> <p>Disciplinary Knowledge</p> <p>Can I use more advanced searching techniques (e.g. Boolean and relational operators)?</p> <p>Do I know what to do and who to tell if I discover something inappropriate or offensive on a website, at home and in school?</p> <p>Can I use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books?</p> <p>Can I use acquired search skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages?</p> <p>Can I use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books?</p>

	<p>Can I format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace.</p> <p>Through peer and self assessment, can I evaluate presentations and make improvements?</p> <p>Substantive Knowledge Do I understand the importance of evaluation and adaptation of individual features to enhance an overall presentation?</p> <p>Do I understand the potential of multimedia to inform or persuade and know how to integrate words, images and sounds imaginatively for different audiences and purposes?</p> <p>Can I recognise the features of good design in different printed and electronic texts? (e.g. a poster, website, presentation).</p> <p>Do I understand that images, sounds and text can be subject to copyright and abide by copyright rules?</p> <p>Can I discuss and evaluate own and others' images and movies, refining for given audience or task?</p> <p>Do I understand the implications of copyright and apply this to work?</p> <p>Do I know how to select suitable software tools to accomplish specific goals and tasks?</p> <p>Online Safety – safe searching CC – Non chronological report (in PowerPoint)</p>			<p>Do I understand that web users have to observe the terms and conditions of websites?</p> <p>Do I understand that social network or other online environments have security settings, which can be altered, to protect the user?</p> <p>Do I know how to report any suspicions? e.g., through school's eSafety policies and procedures and the use of CEOP's 'report abuse' button, which links directly to the police</p> <p>Do I understand that they should not publish other peoples' pictures/tag them without permission?</p> <p>Do I know that content, e.g., photographs and videos, put online are very difficult to remove</p> <p>Do I understand how my own inappropriate conduct can put them at risk whilst online?</p> <p>Online Safety – multiple areas CC – persuasive article</p>		<p>Can I identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in my own work?</p> <p>Can I distinguish between fact and opinion and make informed choices about the sources of online information used to inform my work?</p> <p>Can I apply my knowledge of the meaning of domain names and common website extensions e.g., .co.uk, .com, .ac, .sch .org, .gov, .net, to support the validation process?</p> <p>Can I develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability? e.g., by looking at web address, author, contact us sections, linked pages.</p> <p>Can I use acquired search skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages.</p> <p>Can I identify how copyright restrictions can affect how a file can be used in my own work? e.g., those produced</p>
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						<p>under Creative Commons Licensing.</p> <p><u>Substantive Knowledge</u> Do I know and understand what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school?</p> <p>Do I understand when and where the internet can be used as a research tool?</p> <p>Do I understand that you should not publish other peoples' material on the Internet without my permission but you can hyperlink to my websites and acknowledge the source?</p> <p>Do I know how Boolean and relational operators can be used in searching?</p> <p>Do I understand that good online research involves processing information, and interpreting it for others rather than direct copying?</p> <p>Do I understand when and where the internet can be used as a research tool?</p> <p>Do I understand how search engines work and know that there are different search engines; some to search within sites, and some to search the wider Internet?</p>
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						<p>Am I aware that copying text directly from websites or non-digital resources is equivalent to stealing other people's work (plagiarism)?</p> <p>Do I understand the concept of copyright and how it applies to material they find/download and to my own work?</p> <p>Do I understand the concept of plagiarism and the importance of acknowledging and referencing sources?</p> <p>Do I understand that you should not publish other peoples' material on the Internet without my permission but you can hyperlink to my websites?</p> <p>Am I aware that file sharing is usually illegal due to copyright laws and can also spread viruses?</p> <p>Can I talk about validity, plausibility and appropriateness of information, especially on the internet?</p> <p>Do I understand some of the potential dangers and impact of not validating information.</p> <p>Do I understand that good online research involves processing information, and</p>
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						<p>interpreting it for others rather than direct copying?</p> <p>Additionally, in science, the following should be covered:</p> <p><u>Disciplinary Knowledge</u></p> <p>Can I construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts?</p> <p>Can I check the reliability of the data; identify and correct inaccuracies?</p> <p>Can I solve complex enquiries involving selecting, processing and presenting data; drawing conclusions?, e.g. is there a relationship between minibeast habitat and diet?</p> <p>Can I design a data capture form? e.g. a questionnaire or table to collect information to answer a specific question.</p> <p>Can I present data to a specified audience and display findings in other software? e.g. through presentation software.</p> <p>Can I compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes?</p>
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						<p>Substantive Knowledge</p> <p>Can I recognise the need for accuracy when designing, entering and interrogating data and how this will affect the quality of information gained?</p> <p>Can I recognise the consequences of using inaccurate data and relate to the outside world? e.g. police, doctors, banks, school databases. .</p> <p>Do I understand which searches and graph types are relevant to a specific problem and types of information?</p> <p>Do I understand that there are different types of data? e.g., numeric, alphabetic, date, alphanumeric, currency.</p>
Vocabulary	Design, hyperlink, non-linear, transitions, animations	loop, block, repeat, sequence, consequence, debug, program, object Microbit, input, output, crocodile clip, circuit, algorithm	Network, ranking, IP address, linked pages	Spam, link, privacy, virus, scam, digital footprint, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal	CAD, modelling, 3D, 2D, Net, 3D printing, Points, Template	Boolean operators, relational operators, reliability, authenticity, copyright
Christian Values	Manners Persevering		Achieving and Persevering Manners			

British Values	Responsibility Respect				Tolerance Responsibility Respect		Tolerance Responsibility Respect		Liberty Responsibility Respect			
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
<p>DT</p> <p>Units overlap as y6 use their knowledge of different areas of DT to create real life products.</p>			<p align="center"><u>Microbit Games</u></p> <p align="center"><i>How has technology shaped gaming?</i></p> <p><u>Key Questions:</u> How has technology shaped gaming?</p> <p>Can I design and create a circuit that turns a light on?</p> <p>Do I know what an input and an output is?</p> <p>Can I design and create a program to flash a light on or off, including a repetition loop?</p> <p>Can I design and create a program that incorporates a switch?</p> <p>Can I design and create a program that includes variables</p> <p>Can I design and create a program that uses variables, repetition, sequence and selection?</p>						<p align="center"><u>3D printing</u></p> <p align="center"><i>Can you design and print your own keyring?</i></p> <p><i>NOTE: this unit may change time according to loan of 3D printer from CREATE education</i></p> <p><u>Key Questions:</u> What is 3D printing?</p> <p>What is 3D printing used for?</p> <p>Who might use 3D printers?</p> <p>Can you plan and design your Christmas decoration?</p> <p>How does the 3D printer work?</p> <p><u>Key Skills:</u> Revision of all DT skills appropriate to Christmas product chosen. (See Subject Leader Overview)</p>		<p align="center"><u>Enterprise Task</u></p> <p align="center"><i>Can I make money for school using my DT knowledge?</i></p> <p><u>Key Questions:</u> Summer Fair games; What games are popular at Summer Fairs?</p> <p>What resources will we need?</p> <p>What will be the cost of the resources? How much will we charge to make our money back?</p> <p>What DT skills will we need to use to support creating the games?</p> <p>How will we test the games?</p>	

		<p>Can I evaluate my design and highlight areas where I corrected errors in my algorithms?</p> <p>Key Skills: Revision of all DT skills appropriate to Christmas fair game chosen. (See Subject Leader Overview)</p>				<p>Ideas for games:</p> <p>Hook a duck – Can you plan and design how you will create the game and the materials that are needed?</p> <p>How do we attach the hooks to the ducks?</p> <p>Can you make a fishing rod to hook the ducks with?</p> <p>Whack-a-mole – What techniques and materials/resources will we need to make the game?</p> <p>What materials will we need to make the mole?</p> <p>Boat Races - How will we cut the guttering/pipes to create the same sized tracks?</p> <p>How will the boats make it from one end of the track to the end and into the river/pond?</p> <p>Buzz Wire - Can you design the buzz wire track?</p>
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Art and Design

Perspective and composition – War Silhouette Art

Does art need to be detailed to be thought-provoking?

**Harry Lawrence Oakley
Augustin Edouart**

Drawing, collage, digital media and painting

Key questions and skills:

L1 Can I compare ideas methods and approaches in my own and others' work and say what I think and feel about it?

Evaluating and Developing Work
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.

Exploring and Developing Ideas
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work
Annotate work in their journal using a variety of methods (written, sketch, exploded views)

Batik – Printing and Textiles

Is there a place in the modern world for traditional methods of printing and textiles?

Batik

Key questions and skills:

L1 What are the features of Islamic Art?

Exploring and Developing Ideas
Question and make thoughtful observations about starting points and select ideas to use in their work.

Exploring and Developing Ideas
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work
Annotate work in their journal using a variety of methods (written, sketch, exploded views)

L2 Can I apply the features of Islamic Art to my own work?

Drawing
Use dry media to make different marks, lines, patterns and shapes within a drawing.

Gaudi – 3D

How was Gaudi's art and craft influenced by nature?

Drawing, 3D tile with patterns and mosaic applique.

Key questions and skills:

L1 & 2 What is Gaudi's art?

Exploring and Developing Ideas
Question and make thoughtful observations about starting points and select ideas to use in their work.

Exploring and Developing Ideas
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work
Annotate work in their journal using a variety of methods (written, sketch, exploded views)

Drawing
Use different techniques for different purposes i.e. shading, hatching within their own work.

L3 & 4 Can I plan Gaudi-inspired Art from my surroundings?

3D
Plan a sculpture through drawing and other preparatory work.

Drawing
Work from a variety of sources including observation, photographs and digital images.

Evaluating and Developing Work
Annotate work in their journal using a variety of methods (written, sketch, exploded views)

Production

Prop/setting design

	<p>L2 Can I Experiment with wet media to make different marks, lines, patterns, textures and shapes? Drawing Show an awareness of how paintings are created i.e. Composition.</p> <p>Painting Mix and match colours to create atmosphere and light effects</p> <p>L3 Can I question and make thoughtful observations about starting points and select ideas to use in their work? Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>L4 Can I create a background for my final piece? Drawing Show an awareness of how paintings are created i.e. Composition.</p> <p>Painting Mix and match colours to create atmosphere and light effects</p> <p>L5 Can I compose my final piece? Drawing</p>	<p>Drawing Start to develop their own style using tonal contrast and mixed media.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>L3 Can I select a final design and produce it using water colours? Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Painting Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Painting</p>	<p>Exploring and Developing Ideas Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>L5 Can I use a coil technique? 3D Plan a sculpture through drawing and other preparatory work.</p> <p>Drawing Identify artists who have worked in a similar way to their own work.</p> <p>3D Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>L6 Can I make a Gaudi-inspired jar? 3D Produce intricate patterns and textures in a malleable media</p> <p>3D Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p><u>Unit aims:</u> Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		
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	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Drawing Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Collage Add collage to a painted, printed or drawn background.</p> <p>Collage Use collage as a means of extending work from initial ideas.</p> <p>L6 Can I use a graphics package to enhance my work?</p> <p>Media Use a graphics package to create and manipulate new images.</p> <p>Media Understand that a digital image is created by layering.</p> <p>Media Create layered images from original ideas.</p> <p><u>Unit aims:</u> Question and make thoughtful observations about starting points</p>	<p>Be able to identify and work with complementary and contrasting colours.</p> <p>L4 Can I create an Islamic art – inspired motif through printing?</p> <p>Printing Create prints with three overlays.</p> <p>Printing Work into prints with a range of media e.g. pens, colour pens and paints.</p> <p>L5 Can I use Batik techniques?</p> <p>Textiles Experiment with batik techniques.</p> <p>Textiles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>L6 Have I successfully created a piece of Islamic art?</p> <p>Evaluating and Developing Work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</p>	<p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>CC - biography</p>		
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	<p>and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Show an awareness of how paintings are created i.e. Composition.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Understand that a digital image is created by layering.</p>	<p>using knowledge of artists to validate their opinion.</p> <p>Evaluating and Developing Work</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p><u>Unit aims:</u> Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in their journal using a variety of methods (written, sketch, exploded views)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using knowledge of artists to validate their opinion.</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>			
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	<p>Create layered images from original ideas.</p> <p>Add collage to a painted, printed or drawn background</p> <p>Use collage as a means of extending work from initial ideas</p> <p style="text-align: center;">Spirituality</p>	<p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>Be able to identify and work with complementary and contrasting colours.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>			
Vocabulary	<p>Drawing Composition, scale and proportion, foreground, middle ground, background perspective.</p> <p>Digital media Digital layering</p> <p>Painting Preliminary study, atmosphere, light effects.</p> <p>Printing Relief or impress.</p> <p>Textiles Grades of thread and needles, batik.</p> <p>3D slabs, coil, slips,</p>				
Christian Values	<p>Achieving and persevering Compassion Lovely Manners</p>		<p>Achieving and persevering Compassion Lovely Manners</p>	<p>Achieving and persevering Compassion Lovely Manners</p>	
British Values	Respect				

Art and design assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
<p>PSHE</p> <p>Following SCARF (life education plan)</p>	<p><u>Me and My Relationships</u></p> <p><i>Are all relationships healthy?</i></p> <p><i>Includes feelings/emotions/conflict resolution/friendships</i></p> <p><u>Unit titles:</u></p> <p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Assertiveness skills</p> <p>Behave yourself</p> <p>Dan's day</p> <p>Don't force me</p> <p>Acting appropriately</p> <p>It's a puzzle</p>	<p><u>Valuing Difference</u></p> <p><i>Is it ok to be different?</i></p> <p><i>Includes British Values focus</i></p> <p><u>Unit titles:</u></p> <p>OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p> <p>Spirituality</p>	<p><u>Keeping Myself Safe</u></p> <p><i>How can I keep myself safe from harm?</i></p> <p><i>Includes aspects of Relationships Education</i></p> <p><u>Unit titles:</u></p> <p>Think before you click!</p> <p>Traffic lights</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Joe's story (part 1)</p> <p>Joe's story (part 2)</p>	<p><u>Rights and Responsibilities</u></p> <p><i>Are there always two sides to every story?</i></p> <p><i>Includes money/living in the wider world/environment</i></p> <p><u>Unit titles:</u></p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes</p> <p>Action stations!</p> <p>Project Pitch (parts 1 & 2)</p> <p>Happy shoppers</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p>	<p><u>Being My Best</u></p> <p><i>How can I best overcome challenges and barriers on the way to achieving my goals?</i></p> <p><i>Includes keeping healthy/Growth Mindset/goal setting/achievement</i></p> <p><u>Unit titles:</u></p> <p>Five Ways to Wellbeing project</p> <p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid</p>	<p><u>Growing and Changing</u></p> <p><i>How can we keep good mental health and a positive body image?</i></p> <p><i>Includes RSE-related issues</i></p> <p><u>Unit titles:</u></p> <p>Helpful or unhelpful? Managing change</p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Is this normal?</p> <p>Dear Ash</p> <p>Making babies</p> <p>What is HIV?</p>				
<p>Vocabulary</p>	<p>Collaboration, negotiation, balanced friendship, assertive, assertiveness, sensitive, marriage, appropriate, privacy settings</p> <p>Teamwork, compromise, respectful, peer pressure, resolution, thoughtful, civil partnership, inappropriate, identity theft, assertive, response, forced marriage, illegal and secure.</p>	<p>Witness, unique, point of view, relationships, stereotype, bystander, diversity, cultural norms, identity, friend, gender stereotype, biological sex, respect, prejudice, acquaintance, media influence, positive feedback, sexual orientation, disrespect, respect, assumption</p>	<p>social media, privacy, right to privacy, habit, drug, drug laws, alcohol, physical needs, independence, parental consent, personal information, sharing online, addiction legal age, restrictions, short-term effects, emotional needs, responsibility, trolling,</p>	<p>Biased, unbiased, fact opinion, stereotype, social media, profile image, online safety sharing, saving bank (building society) account, Junior ISA, interest, debit card, cash value, tax income tax (PAYE), VAT, public services, voluntary group</p>	<p>Wellbeing, aspirations, health, assessing risk, Red Cross, connect, goal setting, wellbeing, weigh, up weigh, first aid, be active, perseverance, accurate, dilemma, choices, emergency, take notice (mindful), reliable, influence, 999, keep</p>	<p>Change, support</p> <p>Conversation, discuss, body image, self esteem, manipulation, media manipulation, stereotype gender stereotype, peer pressure, right to privacy, sharing online</p> <p>online safety, puberty</p>				

		Confidence, gender body language , diversity, self-esteem, expression, empathy and tolerance	online safety, permission, illegal, possess, long-term effects conflicting emotions, medical supply, risks, sharing sexual images, non-medical, produce, norms and penalties	community group pressure (action) group mission statement values, beneficiary, campaign bid, pitch, grant, environmentally, sustainable, composting recycling, energy, materials, waste, transport, shop local. food miles, Fair Trade Reuse, democracy Election, manifesto Candidate, voting Policies, voting booth. ballot slip, ballot box constituencies, House of Commons, MP, proposal debate, amendments penalties, enforcement majority, House of Lords and Royal Assent	learning (get creative), sources, ambulance, give, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive and unresponsive,	physical changes, emotional changes rights, in confidence, break a confidence, confidential <i>Egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent HIV, infection, immune system, virus, transmission, sharing needlessexual contact, condom, prejudice</i>
Christian Values	Lovely manners	Showing compassion			Achieving and Persevering	Acceptance
British Values	Mutual respect	Tolerance Individual liberty	Individual liberty	Rule of Law Democracy	Individual liberty	

Music Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below		
Languages	<p style="text-align: center;"><u>A Paris</u></p> <p>Curriculum objectives, amongst others:</p> <p>This term students will learn key vocabulary for getting around town, while also exploring the city of Paris. In Week 2, students will also learn how to spell out words using the alphabet in French, looking at some other major French cities as part of this lesson. Students will also expand on the prepositions that were first introduced in Year 5, so that they are able to describe where a particular place is in town.</p>		<p style="text-align: center;"><u>A Paris</u></p> <p>Curriculum objectives, amongst others:</p> <p>This half term students will continue to learn key vocabulary for getting around town, while also exploring the city of Paris. The half term starts with a cultural lesson about Paris where students will have a chance to explore some of the city’s most famous attractions. Students will also re-visit the imperative form of the verb, learning how to give simple directions to find their way around town. At the end of term, there is also a cultural lesson where students will</p>		<p style="text-align: center;"><u>SPANISH</u></p> <p><u>Daily routine</u></p> <p>Daily routine</p>		<p style="text-align: center;"><u>Music and Television</u></p> <p>Curriculum objectives, amongst others:</p> <p>This half term we introduce the verb “to play” in the 1st and 3rd person to build students’ awareness of French verb conjugation. Students will also learn the vocabulary for different musical instruments so that they can practise the verb. Students will also be re-introduced to the opinion vocabulary that will have seen in Years 3, 4, and 5. Students will practise the opinion vocabulary and learn how to express their opinions about</p>		<p style="text-align: center;"><u>Music and Television</u></p> <p>Curriculum objectives, amongst others:</p> <p>This half term, students will continue to practise the opinion vocabulary that we saw last half term, using it to express their opinion of different types of television programme and films. Students will also learn how to use the verb “to watch” when talking about television. Finally, students will combine their knowledge of music and television, as well as some activity phrases that they</p>		<p style="text-align: center;"><u>School</u></p> <p>Curriculum objectives, amongst others:</p> <p>This half term, students will learn the words for different school subjects in French. The school subjects are combined with opinion vocabulary that should by now be quite familiar, so students will be able to give their opinions about the subjects they study. This half term takes expressing opinions one step further with the introduction of “parce que” (because) and some simple</p>	

		learn about Christmas markets in France		different genres of music.	will have seen in Year 4, to learn to talk about when they do certain activities. In the cultural lesson in Week 6, students will learn about a famous French music festival.	adjectives. This will enable students to understand and produce longer sentences in which they justify their opinions.
Christian Values	Compassion Lovely Manners	Compassion Lovely Manners	Compassion Lovely Manners	Compassion Lovely Manners	Compassion Lovely Manners	Compassion Lovely Manners
British Values	Respect	Respect	Respect	Respect	Respect	Respect
Languages Assessment	GD Below	GD Below	GD Below	GD Below	GD Below	GD Below
PE	<p><u>Striking and Fielding – Cricket</u></p> <p><i>What role does the fielder play in winning a cricket match?</i></p> <p>Key questions: Can I bowl overarm accurately and consistently? Can I field a ball and throw back overarm with accuracy and consistency? Can I strike a ball from a cricket tee? Can I strike a bowled ball?</p>	<p><u>Net and Wall – Badminton</u></p> <p><i>Can I hit a shuttlecock into a target area using a backhand?</i></p> <p>Key questions: Can I hold a racket correctly? Can I show a forehand shot (i.e. show good backswing, follow through and feet positioning)? Can I show a backhand shot? Can I hit a shuttlecock into a target area using a forehand?</p>	<p><u>Gymnastics</u></p> <p><i>Can I perform a gymnastics move with a friend?</i></p> <p>Key questions: Can I perform a counter balance with a partner using apparatus? Can I perform a counter-tension balance with a partner using apparatus? Can I perform counter balances with a partner in a</p>	<p><u>Invasion games – Tag Rugby</u></p> <p><i>How do pass the ball backwards but still drive the ball forwards?</i></p> <p>Key questions: Can I close down an opponent and tag a player? Can I run with the ball in two hands and score a try? Can I use techniques for passing using a swing pass</p>	<p><u>Athletics</u></p> <p><i>Is a sling throw or a heave throw better for distance?</i></p> <p>Key questions: Can I perform a pull and push throw? Can I perform a sling and heave throw? Can I perform jumping by taking off and landing in different ways?</p>	<p><u>Dance</u></p> <p><i>How can a prop enhance my dance?</i></p> <p>Key questions: Can I perform a dance in unison as part of a group? Can I perform part of a dance sequence in canon as part of a group? Can I use a prop as part of a dance phrase?</p>

Maths	<ul style="list-style-type: none"> Number, place value and decimals Addition and Subtraction Multiplication and Division 	<ul style="list-style-type: none"> Fractions, decimals and percentages Algebra and sequences Geometry and area Statistics 	<ul style="list-style-type: none"> Place value, negative numbers and sequences Co-ordinates and geometry Calculation Fractions 	<ul style="list-style-type: none"> Ratio and proportion Statistics Shape Measurement Algebra 	<ul style="list-style-type: none"> Revision Applied maths 	<ul style="list-style-type: none"> Calculation Applied maths
Christian Values	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering	Achieving and Persevering
British Values						
Guided Reading	<p>Letters from the Lighthouse (WWII focus)</p> <p>Mohinder's War (through History lessons)</p>	The Nowhere Emporium	Wonder	<p>Holes</p> <p>A range of SATS Reading Comprehensions</p>		<p>The Final Year</p> <p>Wolf Wilder?</p>
Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Modelled						
Independent						
Fiction	<p>Novel as a theme – Goodnight Mr Tom</p> <p>Spirituality</p> <p><i>Can I write an effective opening to a story which is evocative and thought-provoking?</i></p> <p>Modelled – based on Goodnight Mr Tom</p> <p>Independent – Innovation of Goodnight Mr Tom</p>	<p>Dark Fairy Tales</p> <p><i>Can I write an innovation on The Three Brother's that would catch JK Rowling's attention? (Tweet JK Rowling)</i></p> <p>Modelled – three brothers</p> <p>Independent –innovate items again for the three brothers</p>	<p>Classical Literature (Macbeth)</p> <p><i>Can I write a Shakespearean tragedy to be broadcast on Dragon FM?</i></p> <p>Modelled – Innovate character's name</p> <p>Independent – based on Romeo and Juliet</p>	SATS Revision		<p>Lancashire Moderation Writing Unit – Wonder</p> <p>MODERATION PURPOSES</p>

Poetry	<p><u>Poetry – Imagery (WWI poems – independent WWII)</u></p> <p>Spirituality</p> <p><i>Am I able to write a war poem to be performed on Remembrance Day for the whole school community and local veterans?</i></p> <p>Modelled – WWII based Independent – WWII based (for the remembrance worship)</p>		<p><u>Poetry on a theme</u></p> <p>Witch poetry – double, double toil and trouble (within Macbeth unit – not a stand alone unit)</p> <p><i>Can a poem provoke feelings of fear and mystery?</i></p> <p>Independent – based on witches chant from Macbeth</p>		
Non-fiction		<p><u>Biographies</u></p> <p><i>Can I inspire the next generation? (These to be placed in the library in a display section on 'Biographies'.)</i></p> <p>Modelled – Father Jordan</p> <p>Independent – Tom Smith</p>	<p><u>Discussion and Debate</u></p> <p><i>Can I develop my personal opinion derived from facts on the issue for a formal debate?</i></p> <p>Modelled – Should animals be used as a form of entertainment?</p> <p>Independent – Should children be allowed to use social media platforms?</p>		<p><u>Year 6 Leavers' Production</u></p> <p><i>What does it take to prepare a performance for the school community?</i></p> <p>Speaking and listening</p> <p>Independent – end of year performance</p>