



Year 6

	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Texts</p> <ul style="list-style-type: none"> The Promise by Nicola Davies The Nowhere Emporium by Ross MacKenzie Year 6 Production script Healthy Heart/ staying fit and healthy leaflet Marcus Rashford biography <p>Writing outcomes</p> <ul style="list-style-type: none"> Narrative - writing an alternative story ending; effective character, action and setting description; figurative language; dialogue and dialect; creating suspense Poems - verse structure; figurative language Journalistic - reported speech, varied tenses Non-chronological Reports - links between paragraphs, turning notes into paragraphs Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (+ check consistent use of tense throughout) <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise grammar and punctuation from Years 3, 4 and 5 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience Notice gaps in their own understanding when reading and to ask questions to clarify; to deduce the meaning of unknown words from their context by reading around them Use of passive verbs to affect the presentation of information in a sentence (<i>I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)</i>) Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials, <i>On the other hand, / In contrast / As a consequence</i>) and ellipsis Understand the terms subject, object, active, passive, ellipsis, hyphen, colon, semi-colon, bullet points <p>Reading & Comprehension</p> <ul style="list-style-type: none"> Read for enjoyment Read to celebrate success of a contemporary person of colour for Black History Month Participate in discussion Discuss and clarify the meaning of words Reading fluency Make predictions Retrieve and infer 	<p>Texts</p> <ul style="list-style-type: none"> Shackleton The Boss by Michael Smith <p>Writing outcomes</p> <ul style="list-style-type: none"> Narrative - writing an entire story; effective character, action and setting description; dialogue; creating suspense Letters of complaint - formal language, persuasive techniques Diary - writing in first person, describing thoughts and feelings, using correct verb tenses (incl. past perfect) Formal letter writing – selecting and using formal language and use of the appropriate layout. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Revise grammar and punctuation from Years 3, 4 and 5 Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (+ check consistent use of tense throughout) Recognise the difference between structures typical of informal and formal speech and writing (e.g. use of question tags, <i>He's your friend, isn't he?</i>) or the use of subjunctive forms (<i>If I were / Were they to come,...</i>) in formal writing Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, use of adverbials (<i>On the other hand, / In contrast / As a consequence</i>) and ellipsis Use the semi-colon, colon and dash to mark the boundary between related independent (main) clauses (<i>It's raining; I'm fed up / Vampires are dreadful creatures: they suck the blood of their victims / I've got double French next – I can't cope!</i>) Use hyphens to avoid ambiguity (<i>man eating shark versus man-eating shark / recover versus re-cover</i>) <p>Reading & Comprehension</p> <ul style="list-style-type: none"> Discuss sequence of events Make predictions Retrieve and infer Reading comprehension skills 	<p>Texts</p> <ul style="list-style-type: none"> Letters from the Lighthouse by Emma Carroll WW2 poetry- various poets (Poetry society resources) Biographies <p>Writing outcomes</p> <ul style="list-style-type: none"> Poems - verse structure; figurative language Journalistic - reported speech, varied tenses Informal letter writing - selecting and using informal language and dialect. Independent project – non chronological writing. Biographical writing – chronological report. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (+ check consistent use of tense throughout) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience Notice gaps in own understanding when reading and ask questions to clarify; deduce the meaning of unknown words from their context by reading around them Recognise the difference between structures typical of informal and formal speech and writing (e.g. use of question tags, <i>He's your friend, isn't he?</i>) or the use of subjunctive forms (<i>If I were / Were they to come,...</i>) in formal writing Use of bullet points, headings, sub-headings within chronological and non- chronological reports. <p>Revision</p> <p>Reading & Comprehension</p> <ul style="list-style-type: none"> recognise simple recurring literary language in stories and poetry reading comprehension skills – inference, predict, explain, retrieve, summarize

<p>MATHS</p>	<p>Number – Place Value</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy (up to 10,000,000) • Revise rounding decimals with 2 decimal places to the nearest whole number and to one decimal place (Year 5 statutory requirement) • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above • Identify the value of each digit in numbers given to 3 decimal places (From Fractions) • Multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 decimal places (From Fractions) • Revise Roman Numerals (Year 5 statutory requirement) <p>Number – Calculation</p> <ul style="list-style-type: none"> • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS) • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Geometry – 2D shapes and angles</p> <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p>FDP - Equivalences, Ordering and Converting</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination 	<p>Measurement – Units</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Convert between miles and kilometres <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average <p>Measurement- Area, Perimeter and Volume</p> <ul style="list-style-type: none"> • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] <p>Geometry-3D shapes</p> <ul style="list-style-type: none"> • Recognise, describe and build simple 3-D shapes, including making nets <p>Number - FDP - Calculations</p> <ul style="list-style-type: none"> • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • Associate a fraction with division and calculate decimal fraction equivalents [for example $\frac{3}{8} = 0.375$] <p>Geometry- Position & Direction</p> <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, 15% of 360] and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Algebra</p> <ul style="list-style-type: none"> • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with two unknowns <p>Revision</p>
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	<ul style="list-style-type: none"> Compare and order fractions, including fractions > 1 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (e.g. $0.375 = \frac{3}{8}$) Find unit and non-unit fractions of numbers (Year 4) Recognize mixed numbers and improper fractions and convert between them (Year 5) 		
RELIGIOUS EDUCATION	<p>Buddhism</p> <ul style="list-style-type: none"> How Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts <p>Harvest Pause Day</p> <ul style="list-style-type: none"> How harvest is celebrated around the world <p>Remembrance</p> <p>Advent & Christmas</p> <ul style="list-style-type: none"> How and why do Christians advertise Christmas and explore what Christmas means today What meaning do the different Gospel accounts give to Christmas Explore the ways in which the church encourages through advertisements to celebrate Christmas 	<p>Journey of Life</p> <ul style="list-style-type: none"> Personal milestones and links to Christian rites of passage and ceremonial (baptisms, weddings) Beliefs about life after death Hopes for the future. Create journey of life so far. Compare to other faiths <p>Easter</p> <ul style="list-style-type: none"> How the Christian Festival of Easter offers Hope Forgiveness and Redemption The role of others within the Easter story 	<p>The Contemporary Anglican Church</p> <ul style="list-style-type: none"> Modern styles of worship in the Church of England (particularly in London) Similarities and differences across the Worldwide Anglican Church. Exploring the church as more than a building Services offered within the community
SCIENCE	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 Give reasons for classifying plants and animals based on specific characteristics. <p>Electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram. 	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Revision</p>
HISTORY	<p>Our Local History</p> <ul style="list-style-type: none"> Hampton Court Palace visit or Henry VIII visit to school Establish a chronologically secure knowledge and understanding of our local history by placing the Tudors on a timeline and significant events and dates Establish a clear narrative of the Tudor reign by identifying significant events and dates within it. To understand the importance of and the significant events within Henry VIII's reign <p>Black History Month</p>	<p>British History – The Changing Face of Britain</p> <ul style="list-style-type: none"> Address historically valid questions about recent changes in Britain by exploring recent turning points since 1900, such as The Battle of Britain, Suffragette movement, Creation of the NHS To engage in a historical debate and construct informed responses that involve thoughtful selection of relevant historical information whilst doing so. Explore the changing power of monarchs since 1900 	

	<ul style="list-style-type: none"> Gain historical perspective by celebrating the successes of Significant Black figures in history: Rosa Parks, Harriet Tubman, Pablo Fanque, Florence Price and Joseph Bologne 		
GEOGRAPHY	<p>Harvest around the World</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify countries and their capitals and describe their features. <p>The Tudors</p> <ul style="list-style-type: none"> Use Digi maps to name and locate places and identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<p>Local Area and Antarctica</p> <ul style="list-style-type: none"> Compare the physical and human features of two places and understand their similarities and differences and how this impacts on the lives of those who live there (cross curricular with English) Identify the position and significance of Arctic and Antarctic Circle, the prime/ Greenwich Meridian and time zones including night and day. Describe and understand key aspects of physical geography e.g. climate zones, topographical features. Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, the tropics and Arctic and Antarctica. Use the 8 points of a compass in Orienteering activities 	<p>Study of the IOW</p> <ul style="list-style-type: none"> Residential field trip Know about the physical features of coast and how it has changed over time Understand and use a widening range of geographical terms linked to the topic. Describe and understand key aspects of human geography e.g. types of settlement and economic progress Use field work activities to observe, measure, record and present the human and physical features in the local area (IOW) Explore features on OS maps using 6 figure grid references Use the 8 points of a compass in Orienteering activities Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns. Also, understand how some aspects have changed overtime with a focus on SE Asia.
DESIGN & TECHNOLOGY	<p>Sewing</p> <ul style="list-style-type: none"> Design and make Tudor Bookmark Thread a needle Use binka to create different patterns Sew following a design from pencil & paper 	<p>Construction</p> <ul style="list-style-type: none"> Design and build a bridge Investigate shapes to help with strength Use tools (saws) to build a wooden bridge Evaluate 	<p>Textiles</p> <ul style="list-style-type: none"> Design a hat Create a prototype Review, evaluate and modify ideas
ART	<p>Repeating Patterns</p> <ul style="list-style-type: none"> Zentangles <p>Great artists in history</p> <ul style="list-style-type: none"> Jean Michel Basquiat (Black History Month) <p>Observational Art</p> <ul style="list-style-type: none"> Tudor portraits Leaf drawing <p>Year 6 production</p> <ul style="list-style-type: none"> Set design <p>Sculpture</p> <ul style="list-style-type: none"> Use clay to create a model of a human heart Explore colour pallet Use clay tools with accuracy Learn to mould and join clay 	<p>Still life drawing</p> <ul style="list-style-type: none"> Use a range of mediums Use a range of drawing techniques eg cross-hatching <p>Curriculum Week</p>	<p>Make my voice heard</p> <p>Great artists in history</p> <ul style="list-style-type: none"> Exploring art with a message Looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing and painting, creating artworks with a message

<p>PHYSICAL EDUCATION</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Create and use space to help in team situations. • Pass and receive the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Tag opponents individually and when working within a unit. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with team and evaluate the effectiveness of these. <p>Fitness</p> <ul style="list-style-type: none"> • Change running technique to adapt to different distances. • Collect, record and analyse scores to identify areas where improvement has been made the most. • Work with others to organise, manage and record information at a station. • Encourage and motivate others to work to their best. • Understand that there are different areas of fitness and how this helps in different activities. • Understand the different components of fitness and ways to test and develop them. <p>Handball</p> <ul style="list-style-type: none"> • Confidence to lead others and can contribute appropriate ideas to group work. • Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. • Create and use space to help my team to maintain possession and create scoring opportunities. • Perform a range of skills with control and can select the appropriate action for the situation under pressure. <p>Athletics</p> <ul style="list-style-type: none"> • Compete within the rules showing fair play and honesty. • Help others to improve their technique using key teaching points. • Perform jumps for distance using good technique. • Select and apply the best pace for a running event. • Show accuracy and good technique when throwing for distance. • Understand that there are different areas of fitness and how this helps me in different activities. • Use different strategies to persevere to achieve my personal best. 	<p>Dance</p> <ul style="list-style-type: none"> • Choreograph a dance and work safely using a prop. • Lead a small group through a short warm-up routine. • Perform dances confidently and fluently with accuracy and good timing. • Refine the way actions, dynamics and relationships to represent ideas, emotions, feelings and characters are used. • Use appropriate language to evaluate and refine my own and others' work. • Use feedback provided to improve the quality of work. • Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. <p>Netball</p> <ul style="list-style-type: none"> • Create and use space to help in a team. • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Use marking, and/or interception to improve my defence. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. <p>Football</p> <ul style="list-style-type: none"> • Create and use space to help my team. • Dribble, pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly • Use marking, tackling and/or interception to improve my defence. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. <p>Dodgeball</p> <ul style="list-style-type: none"> • Officiate and help to manage a game by refereeing. • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with a team and evaluate the effectiveness of these. 	<p>Cricket</p> <ul style="list-style-type: none"> • Select the appropriate action for the situation. • Strike a bowled ball with increasing consistency and accuracy. • Use a wider range of fielding skills with increasing control under pressure. • Recognise own and others strengths and areas for development and suggest ways to improve. • Understand and apply some tactics in the game as a batter, bowler and fielder. <p>Rounders</p> <ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use a wider range of skills with increasing control under pressure. • Use the rules of the game consistently to play fairly. • Understand and apply some tactics in the game as a batter, bowler and fielder. <p>Basketball</p> <ul style="list-style-type: none"> • Create and use space to help in team situations. • Dribble, pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Use the rules of the game honestly and consistently. • Understand when to use different styles of defence in game situations. <p>Gymnastics</p> <ul style="list-style-type: none"> • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Lead a small group through a short warm-up routine. • Use appropriate language to evaluate and refine my own and others' work. • Work collaboratively with others to create a sequence. • Understand how to work safely when learning a new skill. • Understand what counter balance and counter tension is and can show examples with a partner.
<p>DANCE</p>	<p>Year 6 Production</p> <ul style="list-style-type: none"> • Varied techniques • Perform choreographed dances • Describe, interpret and evaluate aspects of production • Respond to feedback and give feedback to others • Describe, interpret and evaluate what they see, do and feel using appropriate dance language • Remember dances and be able to perform them with focus and projection, to other people • Perform a range of actions with control, co-ordination and fluency 	<p>SMSP Dance Challenge</p> <ul style="list-style-type: none"> • Respond appropriately to a range of sound accompaniments showing awareness of subtle changes in tempo, rhythm and instrumentation • Confidently and imaginatively respond to and research a range of dance ideas with originality • Perform expressively using dynamic qualities to illustrate a dance idea • Understand and use compositional devices such as repetition, canon, and unison. • Select and develop actions using a range of dynamic, spatial and relationship tools to create more complex dance phrases and short dances 	

		<ul style="list-style-type: none"> Confidently discuss movement ideas within twos, threes, small groups and the whole class offering ideas and listening to other people's ideas Show increased spatial awareness and sensitivity to other dancers Understand why they need to warm up/cool down and move safely in the space Be able to lead appropriate warm up/cool down activities in small groups 	
MUSIC	On with the Show <ul style="list-style-type: none"> Develop performance techniques including audience awareness, whole-body performing and vocal skills Work as a performance-community with others both on and off-stage Use rehearsals to extend own understanding of the elements of a performance. 	Through the Decades <ul style="list-style-type: none"> Gain an understanding of the significance of music throughout a variety of cultural epochs Recognise the impact of technology in modern music Express opinions and preferences about music using musical language Discuss key features of 20th / 21st Century music across a range of genres 	Year 6 Leavers' Production <ul style="list-style-type: none"> Consolidate knowledge and demonstrate how to be a good performer Work with others to create an inspirational performance Compose/perform a leavers' song with engaging lyrical content that tells a story. Focus on clear diction and enunciation, focussing on audience experience.
PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)	Year 6 opportunities and responsibilities: <ul style="list-style-type: none"> House Captain, Pupil Advocate Roles, School Council (incorporating British Values – democracy, rule of law etc) Online safety – cyberbullying Junior Citizenship – how to keep myself safe in my local community. Road Cycling Training First Aid Training Being me in my world: <ul style="list-style-type: none"> Identifying goals for the year and consider any worries or fears. Understand the universal rights of a child and whether all children have their needs met Understand how personal actions may affect other people within school community and globally. Know how an individual's behaviour can impact others – learning to work well together. Celebrating difference: <ul style="list-style-type: none"> Explore the different perceptions about what normal means and empathise with people who are different. Learn how people with disabilities lead amazing lives – paralympians. Understand how being different could affect someone's life and be aware of attitudes towards people who are different. Explore bullying and the reasons why some people use bullying behaviours. 	Dream and goals: <ul style="list-style-type: none"> Evaluate personal learning strengths and set realistic goals for inside/outside of school. Know how learning steps and motivation are needed to reach goals. Identify problems in the world that concern me. Work with others to make the world a better place. Healthy Me: <ul style="list-style-type: none"> Take responsibility for issues relating to my health and wellbeing. Know about different types of drugs and their effects on the body. Understand what exploitation is and the law surrounding such issues Know why some people join gangs and the risks involved. Explore people's attitudes towards mental health/illness Learn how to recognize triggers for stress or pressure and how to manage this. 	Relationships: <ul style="list-style-type: none"> Know why it is important to take care of our mental health and explore people's attitudes towards it. How to take care of personal mental health. Understand there are different stages of grief and there are different types of loss that cause people to grieve. Recognise when people are trying to gain control. Understand what a positive relationship looks like. Know how to keep myself safe online. How to use technology in a safe and positive way. Changing Me: <ul style="list-style-type: none"> Aware of my own self-image and explore positive body image. Know how our bodies change during puberty – exploring both physical and emotional changes in boys and girls. Explore physical attraction and loving relationships between adults. Understand the different types of relationships between adults. Understand how a baby is conceived and how it develops through the nine months of pregnancy. Know how a baby is born. Preparation for Secondary School <ul style="list-style-type: none"> Know how to prepare for transition to secondary school

<p>Computing</p>	<p>Designing the app</p> <ul style="list-style-type: none"> Developing ideas with mind maps Researching other similar apps Designing the app with flow charts, sketches and wireframes Explore input and output options on a mobile device. <p>Learning to Develop the app</p> <ul style="list-style-type: none"> Interface design using appInventor Build a simple game for a mobile phone Use Objects, Sequence, Variables, Iteration and Selection in appInventor Use images and sounds to enhance the experience Learn to use regular testing to check code is functional. <p>Year 6 Production</p> <ul style="list-style-type: none"> Use Audio Cue Lists Use Lighting Software and Control Deck Use Microphones and Live Sound <p>Online Safety</p> <ul style="list-style-type: none"> Consider online safety scenarios encountered in Year 5 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. Consider what new strategies they can apply to online safety scenarios, such as using reporting buttons within websites and apps. Review and edit their onlinesafety guidelines. Develop their online safety rules so they are easily understood and appropriate for Year 6 pupils. Understand the negative consequences of sharing nude selfies. Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves. Understand that once an image is online, it stays online forever. Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime. 	<p>Building the app</p> <ul style="list-style-type: none"> Build the app designed in Autumn term in appInventor using skills learned in past terms and years. Use various software as required to produce images, videos, audio and text content for the app. <p>Online Safety</p> <ul style="list-style-type: none"> Understand that most online sites and apps require an account holder to be a minimum of 13 years old. Understand that they should check and adhere to the age restrictions of a site or app. Understand why age restrictions apply to online communication tools. Develop resilience to online behaviour and influences in an unfamiliar setting. Learn how to use appropriate social networking sites safely. 	<p>Building the app continued</p> <ul style="list-style-type: none"> Use testing to improve the app's functionality and interface. <p>Publicise the app</p> <ul style="list-style-type: none"> Use video, presentations or a simple websites to create content to publicise the app. Explore the other team's apps and test their functionality. <p>Online Safety</p> <ul style="list-style-type: none"> Understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics. Understand that research and parental controls and device settings are tools we can use to help us game safely and confidently. Consolidate everything they have learnt about age appropriate online gaming in preparation for their transition to KS3.
<p>FRENCH</p>	<p>Topics</p> <p>Our School</p> <ul style="list-style-type: none"> Timetables Places in the school Time Descriptions of people Grammar (infinitive verb noun agreements) <p>The world around us</p> <ul style="list-style-type: none"> Compare words for countries and continents. Animals and their habitats Weather Compare locations Postcards Grammar 	<p>Topics</p> <p>Then and now</p> <ul style="list-style-type: none"> Clothes Places Directions Compare past and present towns Colour <p>Out and about</p> <ul style="list-style-type: none"> Ask and answer questions about activities Dictation 	<p>Topics</p> <p>Setting up a café</p> <ul style="list-style-type: none"> Food and drink (size & flavours) Role Play (speaking and listening skills) Money Create a song <p>What is the news</p> <ul style="list-style-type: none"> Time (24hour clock) Scripts Performance based around TV programmes

