



## Year 6

	AUTUMN	SPRING	SUMMER
<b>ENGLISH</b>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poetry – Karl Nova – Rhythm and Poetry</li> <li><input type="checkbox"/> The Nowhere Emporium by Ross MacKenzie</li> <li><input type="checkbox"/> Year 6 Production script</li> <li><input type="checkbox"/> Healthy Heart/ staying fit and healthy information text</li> <li><input type="checkbox"/> Variety of biographies</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative - writing a new chapter; effective character, action and setting description; figurative language; dialogue and dialect; creating suspense</li> <li><input type="checkbox"/> Poems - verse structure; figurative language</li> <li><input type="checkbox"/> Journalistic - reported speech, varied tenses</li> <li><input type="checkbox"/> Non-chronological Reports - links between paragraphs, turning notes into paragraphs</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Biographical writing.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise grammar and punctuation from Years 3, 4 and 5</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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>)</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Understand the terms <b>subject, object, active, passive, ellipsis, hyphen, colon, semi-colon, bullet points</b></li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read for enjoyment</li> <li><input type="checkbox"/> Read to celebrate success of a contemporary person of colour for Black History Month</li> <li><input type="checkbox"/> Participate in discussion</li> <li><input type="checkbox"/> Discuss and clarify the meaning of words</li> <li><input type="checkbox"/> Reading fluency</li> <li><input type="checkbox"/> Make predictions</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shackleton The Boss by Michael Smith</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative- action and setting description; dialogue; creating suspense</li> <li><input type="checkbox"/> Letters of complaint - formal language, persuasive techniques</li> <li><input type="checkbox"/> Diary - writing in first person, describing thoughts and feelings, using correct verb tenses (incl. past perfect)</li> <li><input type="checkbox"/> Formal letter writing – selecting and using formal language and use of the appropriate layout.</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise grammar and punctuation from Years 3, 4 and 5</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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>)</li> <li><input type="checkbox"/> Use hyphens to avoid ambiguity (<i>man eating shark versus man-eating shark / recover versus re-cover</i>)</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss sequence of events</li> <li><input type="checkbox"/> Make predictions</li> <li><input type="checkbox"/> Retrieve and infer</li> <li><input type="checkbox"/> Reading comprehension skills</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letters from the Lighthouse by Emma Carroll</li> <li><input type="checkbox"/> WW2 poetry- various poets (Poetry society resources)</li> <li><input type="checkbox"/> Biographies</li> </ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poems - verse structure; figurative language</li> <li><input type="checkbox"/> Journalistic - reported speech, varied tenses</li> <li><input type="checkbox"/> Story opener – narrative writing - selecting and using informal language and dialect and moving the action on.</li> <li><input type="checkbox"/> Independent project – non chronological writing.</li> <li><input type="checkbox"/> Biographical writing – chronological report.</li> <li><input type="checkbox"/> Recount writing.</li> <li><input type="checkbox"/> Narrative - writing a short story; effective character,</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Use of bullet points, headings, sub-headings within chronological and non- chronological reports.</li> </ul> <p><b>Revision</b></p> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise simple recurring literary language in stories and poetry</li> <li><input type="checkbox"/> reading comprehension skills – inference, predict, explain, retrieve, summarize</li> </ul>

	<input type="checkbox"/> Retrieve and infer		
<b>MATHS</b>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li><input type="checkbox"/> Round any whole number to a required degree of accuracy (up to 10,000,000)</li> <li><input type="checkbox"/> Revise rounding decimals with 2 decimal places to the nearest whole number and to one decimal place (Year 5 statutory requirement)</li> <li><input type="checkbox"/> Use negative numbers in context, and calculate intervals across zero</li> <li><input type="checkbox"/> Solve number and practical problems that involve all of the above</li> <li><input type="checkbox"/> Identify the value of each digit in numbers given to 3 decimal places (From Fractions)</li> <li><input type="checkbox"/> Multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 decimal places (From Fractions)</li> <li><input type="checkbox"/> Revise Roman Numerals (Year 5 statutory requirement)</li> </ul> <p><b>Number – Calculation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Perform mental calculations, including with mixed operations and large numbers</li> <li><input type="checkbox"/> Identify common factors, common multiples and prime numbers</li> <li><input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations (BIDMAS)</li> <li><input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li><input type="checkbox"/> Solve problems involving addition, subtraction, multiplication and division</li> <li><input type="checkbox"/> Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p><b>Geometry – 2D shapes and angles</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw 2-D shapes using given dimensions and angles</li> </ul>	<p><b>Measurement – Units</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Convert between miles and kilometres</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and construct pie charts and line graphs and use these to solve problems</li> <li><input type="checkbox"/> Calculate and interpret the mean as an average</li> </ul> <p><b>Measurement- Area, Perimeter and Volume</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li><input type="checkbox"/> Recognise when it is possible to use formulae for area and volume of shapes</li> <li><input type="checkbox"/> Calculate the area of parallelograms and triangles</li> <li><input type="checkbox"/> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>]</li> </ul> <p><b>Geometry-3D shapes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise, describe and build simple 3-D shapes, including making nets</li> </ul> <p><b>Number - FDP - Calculations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li><input type="checkbox"/> Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li><input type="checkbox"/> Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</li> <li><input type="checkbox"/> Associate a fraction with division and calculate decimal fraction equivalents [for example <math>\frac{3}{8} = 0.375</math>]</li> </ul> <p><b>Geometry- Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe positions on the full coordinate grid (all four quadrants)</li> <li><input type="checkbox"/> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple formulae</li> <li><input type="checkbox"/> Generate and describe linear number sequences</li> <li><input type="checkbox"/> Express missing number problems algebraically</li> <li><input type="checkbox"/> Find pairs of numbers that satisfy an equation with two unknowns</li> </ul> <p><b>Revision</b></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li><input type="checkbox"/> Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li><input type="checkbox"/> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>FDP - Equivalences, Ordering and Converting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li><input type="checkbox"/> Compare and order fractions, including fractions &gt; 1</li> <li><input type="checkbox"/> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> <li><input type="checkbox"/> Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (e.g. <math>0.375 = 3/8</math>)</li> <li><input type="checkbox"/> Find unit and non-unit fractions of numbers (Year 4)</li> <li><input type="checkbox"/> Recognize mixed numbers and improper fractions and convert between them (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving the calculation of percentages [for example, 15% of 360] and the use of percentages for comparison</li> <li><input type="checkbox"/> Solve problems involving similar shapes where the scale factor is known or can be found</li> <li><input type="checkbox"/> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	
<b>RELIGIOUS EDUCATION</b>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How Buddhists live their lives through their faith.</li> <li><input type="checkbox"/> How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts</li> </ul> <p><b>Harvest Pause Day</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How harvest is celebrated around the world</li> <li><input type="checkbox"/> Collective worship at St Mary's with St Albans</li> </ul> <p><b>Remembrance</b></p> <p><b>Advent &amp; Christmas</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How and why do Christians advertise Christmas and explore what Christmas means today</li> <li><input type="checkbox"/> What meaning do the different Gospel accounts give to Christmas</li> <li><input type="checkbox"/> Explore the ways in which the church encourages through advertisements to celebrate Christmas</li> </ul>	<p><b>Journey of Life</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal milestones and links to Christian rites of passage and ceremonial (baptisms, weddings)</li> <li><input type="checkbox"/> Beliefs about life after death</li> <li><input type="checkbox"/> Hopes for the future. Create journey of life so far.</li> <li><input type="checkbox"/> Compare to other faiths</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How the Christian Festival of Easter offers Hope</li> <li><input type="checkbox"/> Forgiveness and Redemption</li> <li><input type="checkbox"/> The role of others within the Easter story</li> </ul> <p><b>The Contemporary Anglican Church</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modern styles of worship in the Church of England (particularly in London)</li> <li><input type="checkbox"/> Similarities and differences across the Worldwide Anglican Church.</li> <li><input type="checkbox"/> Exploring the church as more than a building</li> <li><input type="checkbox"/> Services offered within the community</li> </ul>	<p><b>Thematic Unit: How does faith shape/influence our community?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What we can discover about the faiths and beliefs in our class and school</li> <li><input type="checkbox"/> What we can discover about the faiths and beliefs in the local community and your borough</li> <li><input type="checkbox"/> How faith and belief communities in the borough changed over the past 50 years</li> <li><input type="checkbox"/> Reasons for changes in these communities in your borough</li> <li><input type="checkbox"/> How faith groups work in partnership with each other and the local community</li> <li><input type="checkbox"/> How life in the borough been enriched by the diversity of the faiths and beliefs that make up the borough</li> </ul> <p><b>Thematic Unit: Rules and Responsibilities – who decides?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community.</li> <li><input type="checkbox"/> Consider rules in religions and other sources of authority.</li> <li><input type="checkbox"/> What is a rule?</li> <li><input type="checkbox"/> Why do we have rules?</li> <li><input type="checkbox"/> Who makes the rules? Where are they found?</li> <li><input type="checkbox"/> When are rules / laws difficult to follow?</li> <li><input type="checkbox"/> What rules or guidelines for living do we have? What are our responsibilities?</li> </ul>
<b>SCIENCE</b>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li><input type="checkbox"/> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li><input type="checkbox"/> Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Electricity</b></p>	<p><b>Evolution &amp; Inheritance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li><input type="checkbox"/> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li><input type="checkbox"/> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>

	<p><b>Light</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise that light appears to travel in straight lines</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> </ul> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
<b>HISTORY</b>	<p><b>Our Local History</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hampton Court Palace visit or Henry VIII visit to school</li> <li><input type="checkbox"/> Establish a chronologically secure knowledge and understanding of our local history by placing the Tudors on a timeline and significant events and dates</li> <li><input type="checkbox"/> Establish a clear narrative of the Tudor reign by identifying significant events and dates within it.</li> <li><input type="checkbox"/> To understand the importance of and the significant events within Henry VIII's reign</li> </ul> <p><b>Black History Month</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gain historical perspective by celebrating the successes of Significant Black figures in history: Rosa Parks, Harriet Tubman, Pablo Fanque, Florence Price and Joseph Bologne</li> </ul>	<p><b>British History – The Changing Face of Britain</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> To engage in a historical debate and construct informed responses that involve thoughtful selection of relevant historical information whilst doing so.</li> <li><input type="checkbox"/> Explore the changing power of monarchs since 1900</li> </ul>	
<b>GEOGRAPHY</b>	<p><b>Harvest around the World</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use maps, atlases and globes to identify countries and their capitals and describe their features.</li> </ul> <p><b>The Tudors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Local Area and Antarctica</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Identify the position and significance of Arctic and Antarctic Circle, the prime/ Greenwich Meridian and time zones including night and day.</li> <li><input type="checkbox"/> Describe and understand key aspects of physical geography e.g. climate zones, topographical features.</li> <li><input type="checkbox"/> Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, the tropics and Arctic and Antarctica.</li> <li><input type="checkbox"/> Use the 8 points of a compass in Orienteering activities</li> </ul>	<p><b>Study of the IOW</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Residential field trip</li> <li><input type="checkbox"/> Know about the physical features of coast and how it has changed over time</li> <li><input type="checkbox"/> Understand and use a widening range of geographical terms linked to the topic.</li> <li><input type="checkbox"/> Describe and understand key aspects of human geography e.g. types of settlement and economic progress</li> <li><input type="checkbox"/> Use field work activities to observe, measure, record and present the human and physical features in the local area (IOW)</li> <li><input type="checkbox"/> Explore features on OS maps using 6 figure grid references</li> <li><input type="checkbox"/> Use the 8 points of a compass in Orienteering activities</li> <li><input type="checkbox"/> 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.</li> </ul>
<b>DESIGN &amp; TECHNOLOGY</b>	<p><b>Sewing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design and make Tudor Bookmark</li> <li><input type="checkbox"/> Thread a needle</li> <li><input type="checkbox"/> Use binka to create different patterns</li> <li><input type="checkbox"/> Sew following a design from pencil &amp; paper</li> </ul>	<p><b>Construction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design and build a playground model</li> <li><input type="checkbox"/> Investigate shapes to help with strength</li> <li><input type="checkbox"/> Use tools (saws) to build a model of a playground</li> <li><input type="checkbox"/> Evaluate</li> </ul>	<p><b>Sculpture and multimedia</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore clay and a range of other materials</li> </ul>

<p><b>ART</b></p>	<p><b>Repeating Patterns</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Zentangles</li> </ul> <p><b>Great artists in history</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jean Michel Basquiat (Black History Month)</li> </ul> <p><b>Observational Art</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tudor portraits</li> <li><input type="checkbox"/> Heart drawing</li> </ul> <p><b>Year 6 production</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set design</li> </ul> <p><b>Sculpture (clay heart)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore colour pallet</li> <li><input type="checkbox"/> Use clay tools with accuracy</li> <li><input type="checkbox"/> Learn to mould and join clay</li> </ul>	<p><b>Still life drawing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a range of mediums</li> <li><input type="checkbox"/> Use a range of drawing techniques eg cross-hatching</li> </ul> <p><b>Curriculum Week</b></p>	<p><b>Make my voice heard</b></p> <p><b>Great artists in history</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring art with a message</li> <li><input type="checkbox"/> Looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing and painting, creating artworks with a message</li> </ul>
<p><b>PHYSICAL EDUCATION</b></p>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strike a bowled ball with increasing consistency.</li> <li><input type="checkbox"/> Use a wider range of skills with increasing control under pressure.</li> <li><input type="checkbox"/> Use the rules of the game consistently to play fairly.</li> <li><input type="checkbox"/> Recognise own and others strengths and areas for development and suggest ways to improve.</li> <li><input type="checkbox"/> Understand and apply some tactics in the game as a batter, bowler and fielder.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choreograph a dance and work safely using a prop.</li> <li><input type="checkbox"/> Lead a small group through a short warm-up routine.</li> <li><input type="checkbox"/> Perform dances confidently and fluently with accuracy and good timing.</li> <li><input type="checkbox"/> Refine the way actions, dynamics and relationships to represent ideas, emotions, feelings and characters are used.</li> <li><input type="checkbox"/> Use appropriate language to evaluate and refine my own and others' work.</li> <li><input type="checkbox"/> Use feedback provided to improve the quality of work.</li> <li><input type="checkbox"/> Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use space to help in a team.</li> <li><input type="checkbox"/> Pass, receive and shoot the ball with increasing control under pressure.</li> <li><input type="checkbox"/> Select the appropriate action for the situation and make this decision quickly.</li> <li><input type="checkbox"/> Use marking, and/or interception to improve my defence.</li> <li><input type="checkbox"/> Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compete within the rules showing fair play and honesty.</li> <li><input type="checkbox"/> Help others to improve their technique using key teaching points.</li> <li><input type="checkbox"/> Perform jumps for distance using good technique.</li> <li><input type="checkbox"/> Select and apply the best pace for a running event.</li> <li><input type="checkbox"/> Show accuracy and good technique when throwing for distance.</li> <li><input type="checkbox"/> Understand that there are different areas of fitness and how this helps me in different activities.</li> <li><input type="checkbox"/> Use different strategies to persevere to achieve my personal best.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use space to help my team.</li> <li><input type="checkbox"/> Dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li><input type="checkbox"/> Select the appropriate action for the situation and make this decision quickly</li> <li><input type="checkbox"/> Use marking, tackling and/or interception to improve my defence.</li> <li><input type="checkbox"/> Use the rules of the game consistently to play honestly and fairly.</li> <li><input type="checkbox"/> Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Officiate and help to manage a game by refereeing.</li> <li><input type="checkbox"/> Select the appropriate action for the situation and make this decision quickly.</li> <li><input type="checkbox"/> Use a wider range of skills with increasing control under pressure.</li> <li><input type="checkbox"/> Use the rules of the game consistently to play honestly and fairly.</li> <li><input type="checkbox"/> Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change running technique to adapt to different distances.</li> <li><input type="checkbox"/> Collect, record and analyse scores to identify areas where improvement has been made the most.</li> <li><input type="checkbox"/> Work with others to organise, manage and record information at a station.</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select the appropriate action for the situation.</li> <li><input type="checkbox"/> Strike a bowled ball with increasing consistency and accuracy.</li> <li><input type="checkbox"/> Use a wider range of fielding skills with increasing control under pressure.</li> <li><input type="checkbox"/> Recognise own and others strengths and areas for development and suggest ways to improve.</li> <li><input type="checkbox"/> Understand and apply some tactics in the game as a batter, bowler and fielder.</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use space to help my team.</li> <li><input type="checkbox"/> Dribble, pass, receive and shoot the ball with increasing control. Under-pressure.</li> <li><input type="checkbox"/> Select the appropriate action for the situation and make this decision quickly.</li> <li><input type="checkbox"/> Use marking, tackling and/or interception to improve my defence.</li> <li><input type="checkbox"/> Use the rules of the game consistently to play honestly and fairly.</li> <li><input type="checkbox"/> Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li><input type="checkbox"/> Work in collaboration with others so that games run smoothly.</li> <li><input type="checkbox"/> Recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use space to help in team situations.</li> <li><input type="checkbox"/> Pass and receive the ball with increasing control under pressure.</li> <li><input type="checkbox"/> Select the appropriate action for the situation and make this decision quickly.</li> <li><input type="checkbox"/> Tag opponents individually and when working within a unit.</li> <li><input type="checkbox"/> Use the rules of the game consistently to play honestly and fairly.</li> <li><input type="checkbox"/> Work collaboratively to create tactics with team and evaluate the effectiveness of these.</li> </ul>

		<input type="checkbox"/> Encourage and motivate others to work to their best. <input type="checkbox"/> Understand that there are different areas of fitness and how this helps in different activities. <input type="checkbox"/> Understand the different components of fitness and ways to test and develop them.	
<b>DANCE</b>	<b>Year 6 Production</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied techniques</li> <li><input type="checkbox"/> Perform choreographed dances</li> <li><input type="checkbox"/> Describe, interpret and evaluate aspects of production</li> <li><input type="checkbox"/> Respond to feedback and give feedback to others</li> <li><input type="checkbox"/> Describe, interpret and evaluate what they see, do and feel using appropriate dance language</li> <li><input type="checkbox"/> Remember dances and be able to perform them with focus and projection, to other people</li> <li><input type="checkbox"/> Perform a range of actions with control, co-ordination and fluency</li> </ul>		
<b>MUSIC</b>	<b>On with the Show</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop performance techniques including audience awareness, whole-body performing and vocal skills</li> <li><input type="checkbox"/> Work as a performance-community with others both on and off-stage</li> <li><input type="checkbox"/> Use rehearsals to extend own understanding of the elements of a performance.</li> </ul>	<b>Through the Decades</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gain an understanding of the significance of music throughout a variety of cultural epochs</li> <li><input type="checkbox"/> Recognise the impact of technology in modern music</li> <li><input type="checkbox"/> Express opinions and preferences about music using musical language</li> <li><input type="checkbox"/> Discuss key features of 20<sup>th</sup> / 21<sup>st</sup> Century music across a range of genres</li> </ul>	<b>Year 6 Leavers' Production</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consolidate knowledge and demonstrate how to be a good performer</li> <li><input type="checkbox"/> Work with others to create an inspirational performance</li> <li><input type="checkbox"/> Compose/perform a leavers' song with engaging lyrical content that tells a story.</li> <li><input type="checkbox"/> Focus on clear diction and enunciation, focussing on audience experience.</li> <li><input type="checkbox"/> Have an appreciation of the off-stage aspects of theatre production.</li> </ul>

<p><b>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</b></p>	<p><b>Year 6 opportunities and responsibilities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> House Captain, Pupil Advocate Roles, School Council (incorporating British Values – democracy, rule of law etc)</li> <li><input type="checkbox"/> Online safety – cyberbullying</li> <li><input type="checkbox"/> Junior Citizenship – how to keep myself safe in my local community.</li> <li><input type="checkbox"/> Road Cycling Training</li> <li><input type="checkbox"/> First Aid Training</li> </ul> <p><b>Being me in my world:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying goals for the year and consider any worries or fears.</li> <li><input type="checkbox"/> Understand the universal rights of a child and whether all children have their needs met</li> <li><input type="checkbox"/> Understand how personal actions may affect other people within school community and globally.</li> <li><input type="checkbox"/> Know how an individual’s behaviour can impact others – learning to work well together.</li> </ul> <p><b>Celebrating difference:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the different perceptions about what normal means and empathise with people who are different.</li> <li><input type="checkbox"/> Learn how people with disabilities lead amazing lives – paralympians.</li> <li><input type="checkbox"/> Understand how being different could affect someone’s life and be aware of attitudes towards people who are different.</li> <li><input type="checkbox"/> Explore bullying and the reasons why some people use bullying behaviours.</li> </ul>	<p><b>Dream and goals:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate personal learning strengths and set realistic goals for inside/outside of school.</li> <li><input type="checkbox"/> Know how learning steps and motivation are needed to reach goals.</li> <li><input type="checkbox"/> Identify problems in the world that concern me.</li> <li><input type="checkbox"/> Work with others to make the world a better place.</li> </ul> <p><b>Healthy Me:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take responsibility for issues relating to my health and wellbeing.</li> <li><input type="checkbox"/> Know about different types of drugs and their effects on the body.</li> <li><input type="checkbox"/> Understand what exploitation is and the law surrounding such issues</li> <li><input type="checkbox"/> Know why some people join gangs and the risks involved.</li> <li><input type="checkbox"/> Explore people’s attitudes towards mental health/illness</li> <li><input type="checkbox"/> Learn how to recognize triggers for stress or pressure and how to manage this.</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know why it is important to take care of our mental health and explore people’s attitudes towards it.</li> <li><input type="checkbox"/> How to take care of personal mental health.</li> <li><input type="checkbox"/> Understand there are different stages of grief and there are different types of loss that cause people to grieve.</li> <li><input type="checkbox"/> Recognise when people are trying to gain control.</li> <li><input type="checkbox"/> Understand what a positive relationship looks like.</li> <li><input type="checkbox"/> Know how to keep myself safe online.</li> <li><input type="checkbox"/> How to use technology in a safe and positive way.</li> </ul> <p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aware of my own self-image and explore positive body image.</li> <li><input type="checkbox"/> Know how our bodies change during puberty – exploring both physical and emotional changes in boys and girls.</li> <li><input type="checkbox"/> Explore physical attraction and loving relationships between adults.</li> <li><input type="checkbox"/> Understand the different types of relationships between adults.</li> <li><input type="checkbox"/> Understand how a baby is conceived and how it develops through the nine months of pregnancy.</li> <li><input type="checkbox"/> Know how a baby is born.</li> </ul> <p><b>Preparation for Secondary School</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to prepare for transition to secondary school</li> </ul>
<p><b>Computing</b></p>	<p><b>Designing the app</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing ideas with mind maps</li> <li><input type="checkbox"/> Researching other similar apps</li> <li><input type="checkbox"/> Designing the app with flow charts, sketches and wireframes</li> <li><input type="checkbox"/> Explore input and output options on a mobile device.</li> </ul> <p><b>Learning to Develop the app</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interface design using appInventor</li> <li><input type="checkbox"/> Build a simple game for a mobile phone</li> <li><input type="checkbox"/> Use Objects, Sequence, Variables, Iteration and Selection in appInventor</li> <li><input type="checkbox"/> Use images and sounds to enhance the experience</li> <li><input type="checkbox"/> Learn to use regular testing to check code is functional.</li> </ul> <p><b>Year 6 Production</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use Audio Cue Lists</li> <li><input type="checkbox"/> Use Lighting Software and Control Deck</li> <li><input type="checkbox"/> Use Microphones and Live Sound</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider online safety scenarios encountered in Year 5 (both at school and at home) and appreciate how these</li> </ul>	<p><b>Building the app</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build the app designed in Autumn term in appInventor using skills learned in past terms and years.</li> <li><input type="checkbox"/> Use various software as required to produce images, videos, audio and text content for the app.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that most online sites and apps require an account holder to be a minimum of 13 years old.</li> <li><input type="checkbox"/> Understand that they should check and adhere to the age restrictions of a site or app.</li> <li><input type="checkbox"/> Understand why age restrictions apply to online communication tools.</li> <li><input type="checkbox"/> Develop resilience to online behaviour and influences in an unfamiliar setting.</li> <li><input type="checkbox"/> Learn how to use appropriate social networking sites safely.</li> </ul>	<p><b>Building the app continued</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use testing to improve the app’s functionality and interface.</li> </ul> <p><b>Publicise the app</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use video, presentations or a simple websites to create content to publicise the app.</li> <li><input type="checkbox"/> Explore the other team’s apps and test their functionality.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics.</li> <li><input type="checkbox"/> Understand that research and parental controls and device settings are tools we can use to help us game safely and confidently.</li> <li><input type="checkbox"/> Consolidate everything they have learnt about age appropriate online gaming in preparation for their transition to KS3.</li> </ul>

	<p>new experiences can be used to update their online safety rules.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Consider what new strategies they can apply to online safety scenarios, such as using reporting buttons within websites and apps.</li> <li><input type="checkbox"/> Review and edit their onlinesafety guidelines.</li> <li><input type="checkbox"/> Develop their online safety rules so they are easily understood and appropriate for Year 6 pupils.</li> <li><input type="checkbox"/> Understand the negative consequences of sharing nude selfies.</li> <li><input type="checkbox"/> Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves.</li> <li><input type="checkbox"/> Understand that once an image is online, it stays online forever.</li> <li><input type="checkbox"/> Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.</li> </ul>		
<p><b>FRENCH</b></p>	<p><b>Topics</b></p> <p><b>Our School</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Timetables</li> <li><input type="checkbox"/> Places in the school</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Descriptions of people</li> <li><input type="checkbox"/> Grammar (infinitive verb noun agreements)</li> </ul> <p><b>The world around us</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare words for countries and continents.</li> <li><input type="checkbox"/> Animals and their habitats</li> <li><input type="checkbox"/> Weather</li> <li><input type="checkbox"/> Compare locations</li> <li><input type="checkbox"/> Postcards</li> <li><input type="checkbox"/> Grammar</li> </ul>	<p><b>Topics</b></p> <p><b>Then and now</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clothes</li> <li><input type="checkbox"/> Places</li> <li><input type="checkbox"/> Directions</li> <li><input type="checkbox"/> Compare past and present towns</li> <li><input type="checkbox"/> Colour</li> </ul> <p><b>Out and about</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about activities</li> <li><input type="checkbox"/> Dictation</li> </ul>	<p><b>Topics</b></p> <p><b>Setting up a café</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Food and drink (size &amp; flavours)</li> <li><input type="checkbox"/> Role Play (speaking and listening skills)</li> <li><input type="checkbox"/> Money</li> <li><input type="checkbox"/> Create a song</li> </ul> <p><b>What is the news</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time (24hour clock)</li> <li><input type="checkbox"/> Scripts</li> <li><input type="checkbox"/> Performance based around TV programmes</li> </ul>