

# Our Curriculum Offer

2022-2023 Year 6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extreme Earth – Mighty Oceans	Amazing America	Who were the Mayans?	World War II – The Battle for Britain	Survival of the Fittest	Moving On - Migration

## Above and Beyond opportunities for our children in Year 6

Big Start Primary Futures Visitor – marine conservation Virtual Tour <a href="https://oceanconservationtrust.org/">https://oceanconservationtrust.org/</a>	Primary Futures Visitor Poetry week	Money week Well-being week Primary Futures Visitor History boxes	World Book day Eden Camp Primary Futures Visitor History boxes	Buddhist Temple Primary Futures Visitor	Lockerbie Rose day Leavers' Performance British Red Cross workshop
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Reading

Our children will...

VIPERS skills ongoing throughout the year

# Vocabulary Infer Predict Explain Retrieve Summarise

Find and explain the meaning of words in context    Make and justify inferences using evidence from the text    Predict what might happen from the details given and implied    Explain how different aspects of the text affect the reader    Retrieve and record information directly from the text    Summarise the key information and events from the text

<ul style="list-style-type: none"> <li>Read and perform poems, discussing the use of language.</li> <li>Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).</li> </ul>	<ul style="list-style-type: none"> <li>Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literacy heritage, books from other cultures and traditions), appreciating the value of genres that may not be their favourite</li> </ul>	<ul style="list-style-type: none"> <li>Recommend to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views and how morals in stories can be applied to real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion and evaluate the bias apparent in a piece.</li> <li>Use the contents and index pages to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>Building on their own and others' ideas and challenging views courteously</li> <li>Make comparisons within and across books including comparisons of characters, settings and themes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the context (cultural references and influences) in which texts are written and read contribute to meaning.</li> </ul>
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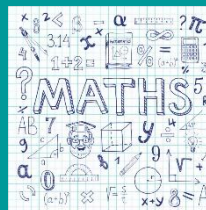
## Writing



Our children will...

Describe characters and settings  Write in a persuasive style  <u>Grammar Focus:</u> subject, object semi-colon, bullet points, ellipsis  <u>Consolidate:</u> Relative pronoun Pronoun Possessive pronoun Relative clause, Parenthesis, Brackets Apostrophe, Comma	Write information texts  Learn how to build emotions in characters though informal letters  <u>Grammar Focus:</u> active, passive, hyphen, colon  <u>Consolidate:</u> Dash, Ambiguity Modal verb Adverbial Determiner Statement, Question Exclamation, Command	Incorporate extended dialogue, action and description,  Write Performance Poetry  Write Newspaper reports  <u>Grammar Focus:</u> synonym, antonym, tenses  <u>Consolidate:</u> Subordinate clause Direct speech Consonant and vowel Inverted commas Preposition Conjunction	Use tension and suspense in diary writing  Write Information texts  <u>Consolidation of all grammatical terms and punctuation</u>	Build realistic action in narrative writing.  Write balanced arguments  <u>Consolidation of all grammatical terms and punctuation</u>	Combine all skills learnt this year into narrative writing.  Write information texts  <u>Consolidation of all grammatical terms and punctuation</u>
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## Maths





Our children will develop their skills in...



Place Value Addition and Subtraction Multiplication and Division	Fractions Measurement	Ratio Algebra Decimals	Fractions, Decimals and Percentages Perimeter, Area and Volume Statistics	Shape Geometry – position and direction	Consolidation projects and transition work
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<div>History</div> <div></div> <div>Our children will ask...</div>					
<div>How have the oceans changed over time?</div> <div>Evaluate how events from the past have influenced life today.</div> <div>Bring knowledge gathered from several sources together to answer questions and form contrasting arguments</div> <div>How can we save our seas? Persuasive writing – compare different viewpoints when it comes to plastic waste or global warming.</div> <div>Recognise primary and secondary sources.</div> <div>Select and organise information to produce structured work, making appropriate use of dates and terms.</div>	<div>What is American Independence Day?</div> <div>Black History – Who is Barack Obama and how has he influenced the USA?</div> <div>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</div> <div>Explain reasons why there may be different accounts of history – How would the European view of American Independence differ from the American view?</div> <div>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</div>	<div>Why did the Mayans build pyramids?</div> <div>Make comparisons to the Ancient Egyptians.</div> <div>Identify and compare changes within and across different periods.</div> <div>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. What was happening in Europe whilst the Mayans were in power?</div> <div>Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc)</div> <div>Know key dates, characters and events of time studied<ol style="list-style-type: none"><li>Why did the Maya build pyramids? Explore what the pyramids were like, what they were used for, how they were made.</li><li>Where did the Maya live? How were they so successful even though they lived in the jungle?</li><li>What was life like at the height of the Mayan civilisation?</li><li>How do we know what life was like 1000 years ago?</li><li>If the Maya were so civilized, why then did they believe in human sacrifice?</li><li>How can we solve the riddle of why the Mayan empire ended so quickly?</li><li>Why do you think we learn about the Mayan civilisation in school?</li></ol><div><a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/</a></div></div>	<div>What was the Blitz?</div> <div>We will learn about how the Blitz affected life in Britain. Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like? What was life like in Britain during the time of the war? What was the Holocaust?</div> <div><a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/</a></div> <div>Order significant events, movements and dates from different time periods on a timeline using BC and AD</div> <div>Identify and compare changes within and across different periods.</div> <div>Evaluate how events from the past have influenced life today.</div> <div>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</div> <div>Know key dates, characters and events of time studied</div> <div>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Explain reasons why there may be different accounts of history</div>	<div>Where did humans come from?</div> <div><a href="#">Link to Year 3 fossils</a></div> <div>Who was Mary Anning?</div> <div>Investigate own lines of enquiry by posing questions to answer, considering multiple points of view.</div> <div>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</div> <div>Why should Mary Anning be remembered? What helped her to succeed as a woman in a man’s world? How do we know about Mary Anning?</div>	<div>Why do people migrate?</div> <div>Nile – link to Year 3</div> <div>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</div> <div>Communicate <b>knowledge and understanding</b> about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</div> <div>Plan and present a self-directed project or research about the studied period.</div> <div>The history of refugees – when have people throughout history needed to migrate and why? What was the kindertransport? Use examples from previous topics – Romans, Egyptians, American independence, Ancient Maya to work out why people move.</div> <div>Why do people migrate? Migrants   Award-Winning CG Animated Short Film <a href="https://www.youtube.com/watch?v=ugPji8kMK8Q">https://www.youtube.com/watch?v=ugPji8kMK8Q</a> <a href="https://phys.org/news/2016-02-humans-migrants.html">https://phys.org/news/2016-02-humans-migrants.html</a> - humans have always been migrants</div>



<div>Science</div> <div></div> <div>Our children will...</div>					
<div>Find out about Living Things and Their Habitats</div> <div><ul style="list-style-type: none"><li>Give reasons for classifying plants and animals based on specific characteristics</li><li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li><li>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</li><li>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</li></ul></div> <div>Focus on animals who live in the oceans and how their lives are being impacted by humans.</div>	<div>Investigate animals including humans</div> <div><ul style="list-style-type: none"><li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>describe the ways in which nutrients and water are transported within animals, including humans</li><li>recognise the impact of diet, exercise, <i>drugs</i> and lifestyle on the way their bodies function</li><li><i>Working scientifically</i></li></ul></div>	<div>Explore Light</div> <div><ul style="list-style-type: none"><li>recognise that light appears to travel in straight lines</li><li>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>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><li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li><li><i>Working scientifically</i></li></ul></div>	<div>Explore Electricity</div> <div><ul style="list-style-type: none"><li>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>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>use recognised symbols when representing a simple circuit in a diagram</li><li>pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</li><li><i>Working scientifically</i></li></ul></div>	<div>Discover Evolution and Inheritance</div> <div><ul style="list-style-type: none"><li>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>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li><li><i>Working scientifically</i></li></ul></div>	<div>Work Scientifically</div> <div><ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li></ul></div>

<ul style="list-style-type: none"> <li>Working scientifically</li> </ul>					<ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
<div>Art</div> <div>  </div> <div>Our children will...</div>					
<p><b>Improve skills in drawing.</b></p> <p>Creates sketchbooks as reference for reviewing and revisiting ideas.</p> <p>Explain the style work produced and how it has been influenced by a famous artist.</p> <p>Identify great artists and how their work has impacted on art today.</p> <p><u><b>Journey - Shaun Tan Study</b></u></p> <ol style="list-style-type: none"> <li>Who is Shaun Tan?</li> <li>What do his paintings/ drawings have in common?</li> </ol> <p><i>Recap on pencil techniques from Year 5 (colour mixing, tones, tertiary colours, shades etc)</i></p> <p>Study and evaluate the ‘head’ series.</p> <p>Study ‘Bluebell’ and evaluate techniques. Compare to ‘Head Wave’.</p> 	<p><b>Develop skills in painting</b></p> <p>Learn about great artists, architects and designers in history – link to America</p> <p>Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.</p> <p>Shows an awareness of how paintings are created (composition)</p> <p>Use feedback to make amendments and improvements to art.</p> <p>Creates shades and tints using black and white. Chooses appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carries out preliminary studies, tests media and materials and mixes appropriate colours.</p> <p><u><b>Journey – what is art?</b></u></p> <ol style="list-style-type: none"> <li>What is the most expensive painting ever sold? Rank the paintings then reveal the prices (include Mark Rothko work)</li> <li>What makes people choose to buy a painting?</li> <li>Who was Georgia O’Keefe?</li> <li>Examine examples of her work and her techniques</li> </ol>	<p><b>Create sculptures using clay</b></p> <p>Sculpture – Clay Mayan Masks</p> <p>Awareness of the potential of the uses of sculpture.</p> <p>Learn to represent ideas and thoughts on a deeper level, using sculpture to express.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Develops skills in using clay inc. slabs, coils, slips, etc.</p> <p>Makes a mould and uses plaster safely.</p> <p>Creates sculpture and constructions</p>	<p><b>Refine skills in drawing</b></p> <p>Henry Moore WW2 Shelter Art</p> <p>Creates sketchbooks as reference for reviewing and revisiting ideas.</p> <p>Study the work of famous artists</p> <p>Creates form and texture using a variety of techniques, e.g. shading.</p> <p>Begins to add perspective through single focal points and horizon.</p> <p>Shows a developing awareness of scale and proportion.</p> <p><u><b>Journey</b></u></p> <ol style="list-style-type: none"> <li>practise pencil skills</li> <li>analyse Henry Moore Shelter art and other examples of pencil art</li> <li>Learn more about Henry Moore</li> <li>Perspective and focal points</li> <li>Create own shelter drawings using perspective</li> </ol>	<p><b>Improve skills in textiles.</b></p> <p><b>Animal textile art</b></p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Further develops experience in embellishing.</p> <p>Applies knowledge of different techniques to express feelings and ideas.</p> <p>Can work collaboratively on a larger scale.</p>	<p><b>Develop skills in printing.</b></p> <p><b>African Pattern Printing</b></p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Use zentangle patterns to print from onto fabric and paper.</p>

 <p>Create own ocean art using pencil.</p>	<p>5. Learn how to use watercolours and create different colours and effects</p> 				
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## Design and Technology



Our children will...

<p><b>Use programming to design and make their own 3D American adventure map.</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p><b>Use cams and followers to create a moving toy.</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><i>Cams mechanisms (make a frame using 4 pieces of wood. Drill 1 hole on either side and 1 on the top to insert the cam and the follower)</i></p>	<p><b>Develop skills in cooking and nutrition.</b></p> <p>Design a meal using high protein and carbohydrate for survival of the fittest – brand and advertise with the ingredients and the nutritional value. Cook at Bingley Grammar.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
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## Geography



Our children will...

<p><b>Oceans of the World</b></p> <p><i>Locate the key features of the marine biomes.</i></p> <p><i>Compare the different oceans, link to science – how are living things adapted to their environments.</i></p> <p><i>Create maps of oceans.</i></p>	<p><b>COUNTRY STUDY - USA</b></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, and major cities (San Francisco and Mexico City)</p> <p>Understand geographical similarities and differences through the study of</p>	<p><b>COUNTRY STUDY - Mexico</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. Scotland), and a region in North America (<b>Mexico</b>).</p>	<p><b>Find out how London was affected by the Blitz.</b></p> <p>City study – <b>London</b> – refer back to Year 2 learning</p> <p>Draw and use maps and plan in a range of scales</p>	<p><b>Region study – Scottish Borders - Lockerbie</b></p> <p>Name and locate the key topographical features of the UK (including hills, mountains, coasts and rivers)</p> <p>Recognise and use OS map symbols and describe features shown on an OS map</p>	<p><b>AFRICA – BOY 87</b></p> <p>Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra).</p> <p>Create maps using aerial photographs and satellite images.</p>
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<p><i>Know where the main oceans, seas of the world and trenches are and compare them.</i></p> <p>Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra).</p> <p>Use the 8 points of the compass to give and follow directions using more complex maps.</p> <p>Begin to use six figure coordinates to locate features on a map</p> <p>Recognise and use OS map symbols and describe features shown on an OS map</p> <p>Draw and use maps and plan in a range of scales</p> <p>Draw plans of increasing complexity</p>	<p>human and physical geography of a region of the United Kingdom (e.g. Yorkshire), and a region in North America (e.g. The Great Plains).</p> <p>Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra</p> <p>Draw and use maps and plan in a range of scales</p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key</p> <p>Use maps sites on internet.</p>	<p>Explain how natural resources affected early settlements in North America (Mexico) (water, minerals and food).</p> <p>Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra).</p>	<p>Create maps using aerial photographs and satellite images.</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</p> <p>Draw a variety of thematic maps based on their own data</p>	<p>Compare the natural resources that are used to make energy.</p> <p>Identify land use patterns of the UK and understand how these aspects have changed over time.</p> <p>Identify the position and significance of latitude/longitude and the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Compare and contrast the 4 major climate zones of the world (tropical zone, sub-tropics, temperate zone and cold zone) and explain how this is linked to the biomes.</p> <p>Use maps sites on internet.</p>	<p>Draw plans of increasing complexity</p> <p>Use maps sites on internet.</p> <p>Explain and understand trade links between countries (e.g. North America and <b>Africa</b>).</p> <p>Natural resources – conflict – Africa – water – civil war</p>
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**P.E.**




**Our children will...**

<p><b><u>Secure and refine tactics in invasion games:</u></b></p> <ul style="list-style-type: none"> <li>Suggest, plan and lead a warm up.</li> <li>Make quicker decisions in games (on and off the ball)</li> <li>Suggest improvements to play in modified games</li> <li>Use a variety of techniques for passing, controlling, dribbling and shooting in games</li> <li>Play in a variety of positions (attacking and defensive)</li> <li>Consistently catch/stop and control a ball.</li> <li>Able to track and control a rebound from shot (penalty or open play)</li> <li>Support someone else to take the lead in a warm up</li> </ul>	<p><b><u>Practise their skills in Dance:</u></b></p> <ul style="list-style-type: none"> <li>Interpret different stimuli with imagination and flair</li> <li>Identify in others and self where good performance qualities are achieved</li> <li>Warm up and cool down independently</li> <li>Work creatively and imaginatively on their own, in pairs and in a group to create simple dances</li> <li>Implement skills from other activity areas e.g. gym and games to perform tasks</li> <li>Use recognised dance actions and adapt to create motifs and movement patterns</li> <li>Communicate the artistic intention of a dance clearly, fluently, musically and with control</li> <li>Practise and refine coordination skills through activities such as live aural setting / freeze frame</li> <li>When working in groups/pairs take the lead suggesting ideas and refining actions of others</li> </ul>	<p><b><u>Develop their gymnastic abilities:</u></b></p> <ul style="list-style-type: none"> <li>Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria</li> <li>Perform increasingly complex sequences</li> <li>Perform showing awareness of the judging criteria</li> <li>Compose and practice actions and relate to music</li> <li>Experience flight on and off of apparatus</li> <li>Show clarity, fluency, accuracy and consistency in their movements</li> <li>Lead group warm up demonstrating the importance of strength and flexibility</li> <li>Work independently and in small groups to make up sequences to perform to an audience</li> </ul>	<p><b><u>Secure skills in net and wall games:</u></b></p> <ul style="list-style-type: none"> <li>Make appropriate choices in games about the best shot to use</li> <li>Explain some of the tactics used in net/wall games</li> <li>Use forehand, backhand and overhead shots in isolation</li> <li>Use forehand, backhand and overhead shots with more confidence in games</li> <li>Start games with the appropriate serve</li> <li>Attempt more technical shots such as smash, where able use in a game</li> <li>Apply a range of defensive tactics in a game, individually and with a partner</li> <li>Begin to use full scoring systems</li> <li>Develop doubles play further implement basic positioning tactics (team play for volleyball)</li> <li>Use speaking and listening skills to umpire and play with peers without dispute</li> </ul>	<p><b><u>Develop skills in athletics</u></b></p> <ul style="list-style-type: none"> <li>Accurately and confidently judge across a range of athletics activities</li> <li>Record accurately scores given in variety events</li> <li>Demonstrate accuracy and good technique when throwing for distance</li> <li>Show good technique and control for jumping activities</li> <li>Use skill and knowledge of activity to confidently teach and lead others</li> <li>Choose appropriate run up distance as an individual for athletic jumps</li> </ul>	<p><b><u>Practise skills in striking and fielding and OAA</u></b></p> <ul style="list-style-type: none"> <li>Apply with consistency standard rules of (modified) games</li> <li>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> <li>In rounders, use correctly the rules for running round bases</li> <li>Strike a bowled ball and attempt a small range of shots</li> <li>Attempt to track and catch high balls in isolation and game play</li> <li>Increase accuracy using a range of bowling techniques e.g. overarm</li> <li>Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting</li> <li>Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas</li> <li>Work collaboratively in teams to compete against themselves and others.</li> <li>Use knowledge of games in PE to suggest adaptations and variations to games/activities</li> <li>Follow instructions accurately</li> </ul>
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<ul style="list-style-type: none"> <li>• Work collaboratively in a team to play and keep possession of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Use facial expression to communicate emotion and a further narrative Shows a clear change of pace and timing in their movements.</li> <li>• Dances with fluency, linking all movements and ensuring they flow. Uses more complex dance vocabulary to compare and improve work.</li> </ul>			<ul style="list-style-type: none"> <li>• Use appropriate pace for different running distances</li> <li>• Demonstrate improvement when working with self and others</li> </ul> <p>Use appropriate language to deliver a taught activity to their peers</p>	<ul style="list-style-type: none"> <li>• Use written description to identify objects</li> <li>• Refine and adapt ideas in group task</li> <li>• Use information given by others to complete a task and work collaboratively</li> <li>• Work collaboratively to perform a more complex task</li> </ul> <p>Takes responsibility for a role in a task</p>
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<div>Computing</div> <div>  </div> <div> <a href="https://teachcomputing.org/curriculum/key-stage-2">https://teachcomputing.org/curriculum/key-stage-2</a> </div> <div>Our children will...</div>					
<ul style="list-style-type: none"> <li>• <a href="#">Computing systems and networks – Communication</a></li> </ul> <ul style="list-style-type: none"> <li>• Explore how data is transferred over the internet.</li> <li>• Focus on addressing, before moving on to the makeup and structure of data packets.</li> <li>• Look at how the internet facilitates online communication and collaboration; complete shared projects online and evaluate different methods of communication.</li> <li>• Learn how to communicate responsibly by considering what should and should not be shared on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Creating media – 3D Modelling</a></li> </ul> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of using a computer to produce 3D models.</li> <li>• Become familiar with working in a 3D space, moving, resizing, and duplicating objects.</li> <li>• Create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.</li> <li>• Examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</li> </ul> <p><i>Link to DT project – use Tinkercad to create a 3D design of own adventure map.</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Creating media – Web page creation</a></li> </ul> <ul style="list-style-type: none"> <li>• Create websites for a chosen purpose.</li> <li>• Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.</li> <li>• Pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Data and information – Spreadsheets</a></li> </ul> <ul style="list-style-type: none"> <li>• Learn how to use spreadsheets.</li> <li>• Organise data into columns and rows to create their own data set.</li> <li>• Learn the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.</li> <li>• Apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them.</li> <li>• Use spreadsheets to plan an event and answer questions. Create charts, and evaluate their results in comparison to questions asked.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Programming A – Variables in games</a></li> </ul> <ul style="list-style-type: none"> <li>• Explore the concept of variables in programming through games in Scratch.</li> <li>• Find out what variables are and relate them to real-world examples of values that can be set and changed.</li> <li>• Use variables to create a simulation of a scoreboard.</li> <li>• Follow the Use-Modify-Create model to experiment with variables in an existing project, then modify them, before they create their own project.</li> <li>• Apply knowledge of variables and design to improve their games in Scratch.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Programming B – Sensing</a></li> </ul> <p>Bring together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. Use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.</p>
Character and Culture					





Our children will ask...


P.S.H.E R.S.E R.E British Values Celebrations

<p>How does growing up bring responsibilities?</p> <p>How can we keep healthy as we grow?</p> <p>Respect</p> <p>Harvest Festival, Halloween, Black History Month</p>	<p>How does growing up bring responsibilities?</p> <p>How can we keep healthy as we grow?</p> <p>Tolerance</p> <p>World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah</p>	<p>What do Christians believe about Jesus’ death and resurrection?</p> <p>How can the media influence people?</p> <p>Rule of Law</p> <p>New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year Money Week</p>	<p>What can we learn from the Buddhist way of life?</p> <p>How can the media influence people?</p> <p>Children’s Mental Health Week, Safer Internet Day, International Women’s Day Lent, Easter, Ramadan</p>	<p>Consolidation of all RE units. RSE and Transition work in preparation for secondary school.</p> <p>What will change as we become more independent? (Puberty/ reproduction)</p> <p>How do friendships change as we grow?</p> <p>Democracy</p> <p>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week</p>	<p>Consolidation of all RE units. RSE and Transition work in preparation for secondary school.</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <p>Individual Liberty – how is freedom linked to Human Rights? What are the international human rights? What would happen if one of your rights was removed? Link to work on refugees and asylum seekers.</p>
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Modern Foreign Languages



Our children will learn to...

<a href="#">LA – En Classe</a> Speak about the items in the classroom.	<a href="#">LA – Les Vetements</a> Describe clothing.	<a href="#">LA – Au Café</a> Act out visiting a café.	<a href="#">LA – French Cultural Lessons</a> Talk about, discuss and present information about a particular country.	<a href="#">LA – French Revision</a> Use sentence stems and vocabulary already learnt.	<a href="#">LA – French Revision</a> Use sentence stems and vocabulary already learnt.
<div>Across the course of the year, we will focus on:</div> <div><div>Listening</div><div>Understand the main points and some of the detail from a short, spoken message – e.g.<ul style="list-style-type: none"><li>• sentence describing what people are wearing</li><li>• an announcement</li></ul></div><div>Speaking</div><div><ul style="list-style-type: none"><li>• Take part in a simple conversation.</li><li>• Express an opinion.</li><li>• Know how to pronounce a range of letter strings.</li><li>• Begin to understand how accents change letter sounds.</li><li>• Can substitute items of vocabulary to vary questions or statements.</li><li>• Pronunciation is becoming more accurate and intonation is being developed.</li></ul></div><div>Reading</div><div><ul style="list-style-type: none"><li>• Understand the main points and some of the detail from a short, written text.</li><li>• Begin to read independently.</li><li>• Use a bilingual dictionary to look up new words.</li><li>• Understand basic feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li></ul></div><div>Writing</div><div><ul style="list-style-type: none"><li>• Write a short text on a familiar topic, adapting language already learnt.</li><li>• Spell commonly used words correctly.</li></ul></div><div>Intercultural Understanding</div><div><ul style="list-style-type: none"><li>• Respect and understand cultural diversity.</li><li>• Understand how symbols, objects and pictures can represent a country.</li></ul></div></div>					
<div>Music</div> <div></div> <div>Our children will learn to...</div>					
Listen to longer pieces of music and identify features.  Internalise short melodies and play these on pitched percussion (play by ear).  Improve their work through analysis, evaluation and comparison.  Create own composition and discuss pulse, rhythm and pitch and how they are all working together in their piece.	Identify the metre of different songs through recognising the pattern of strong and weak beats.  Subdivide the pulse while keeping to a steady beat.  Identify and control different ways percussion instruments make sounds.  Play accompaniments with control and accuracy.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.  Demonstrate a fast and slow pulse.  Perform and interpret a song stylistically and as musically as they can.  Be led/conducted in a group situation.	Present performances effectively with awareness of audience, venue and occasion.  Can sometimes lead groups themselves.  Play instruments with confidence and ease.  Explore and create musical improvisations with voices or instruments.  Improvise using more than 3 notes with instruments or voices.	Improve their work through analysis, evaluation and comparison.  Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.  Perform using staff notation.	Can play improvisations and compositions as part of their performances, practise, rehearse and present performances with an awareness of the audience and with confidence.  Offer helpful feedback and comments to other performances, using vocabulary taught.  Correctly identify jazz, rock and classical music.

<p>Correctly identify pop, country, acapella music and classical music and discuss the differences of these.</p> <p>Make sensible predictions about musical future and justify this.</p> <p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p>	<p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p> <p>Identify different starting points of composing music.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p>	<p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p> <p>Understand other people may have other ideas and feelings about music.</p> <p>They can discuss their own feelings and ideas about a piece of music and justify this.</p>	<p>Create complex melodies independently using more than 3 different notes.</p> <p>Use voice, sounds, technology and instruments in a creative way.</p> <p>Record compositions.</p>	<p>Sing songs with staff notation.</p> <p>Compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo.</p>	<p>Investigate any changes over time for different music styles and discuss why this may have occurred.</p>
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