



Year 6 Autumn Term – Excellent Egyptians

Key Values:

Term 1: Organisation and Independence

Term 2: Communication and Respect



English		Maths	
<p>Reading Comprehension Skills</p> <ul style="list-style-type: none"> - Dr Who (character focus) - Historical fiction (Brashem’s Tortoise) - genre, prediction and inference <p>Formal Writing</p> <ul style="list-style-type: none"> - Reading and writing – letters of complaint <p>Diary Writing linked with Topic work (recount)</p>	<p>Short Narrative Reading and Writing</p> <ul style="list-style-type: none"> - Shaun the Sheep - Lost and Found visual text (character, summarising, scene and action) <p>Journalistic Reading and Writing</p> <ul style="list-style-type: none"> - Read example texts and identify features - Write newspaper reports 	<p>Fluency – Fluent in Five</p> <p>Power Maths</p> <p>Unit 1: Place value within 10,000,000</p> <p>Unit 2 + 3: Four operations</p> <p>Unit 4 + 5: Fractions</p> <p>Unit 6: Geometry (position and direction)</p>	
History and Geography		Science	
<p>History</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.</p> <p>Chronology:</p> <ul style="list-style-type: none"> -Place current study on timeline in relation to other studies of historical periods, events or lives of significant people. -Identify and compare changes within and across different periods. -Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. <p>Knowledge and Understanding of Events, People & Changes in the Past:</p> <ul style="list-style-type: none"> -Use a number of reliable sources to find out about beliefs, behaviour and characteristics of people of the past, recognising that not everyone shares the same views and feelings. -Compare beliefs, behaviour and everyday lives of people of that time with another period studied. -Know key dates, people and events of the time studied and write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation. -Compare and contrast some of the features of past societies (religion, houses, society, technology, people) with life today. <p>Interpretations of History:</p> <ul style="list-style-type: none"> -Confidently look at and use some of these sources: books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. -Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. -Evaluate evidence to choose the most reliable forms. <p>Historical Enquiry:</p>		<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>Working scientifically:</p> <p>Asking Questions:</p> <ul style="list-style-type: none"> - Independently ask scientific questions <p>Observing & Measuring:</p> <ul style="list-style-type: none"> - During an enquiry, make decisions e.g. whether they need to: take repeat readings (fair testing) <p>Testing:</p>	<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>Working scientifically:</p> <p>Asking Questions:</p> <ul style="list-style-type: none"> - Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry; given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. <p>Gathering & Recording Data:</p> <ul style="list-style-type: none"> - Record measurements e.g. using tables and line graphs <p>Concluding & Communicating:</p>

<p>-Describe a key event from the past in a fluent account, using a range of evidence from different, reliable sources.</p> <p>-Recognise primary and secondary sources.</p> <p>Organisation and Communication:</p> <ul style="list-style-type: none"> - Use timelines with key information to present facts. - Discuss key events and annotate diagrams to show understanding. - Use a computer / iPad to present information. - Complete extended pieces of writing (diary and newspaper report) to show knowledge of key event / daily life. - Display answers to questions in a variety of ways. <p>Geography</p> <p>Human & Physical Geography:</p> <p>-Describe and understand key aspects of physical and human geography (including trade links and the distribution of natural resources)</p> <p>Geographical Skills & Fieldwork:</p> <p>-Use four figure co-ordinates to locate features on a map</p>	<p>- Carry out fair tests, recognising and controlling variables.</p> <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Answer their own and others' questions based on observations they have made - Identify any limitations that reduce the trust they have in their data. 	<p>- Discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.</p> <p>- In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge</p> <p>- Communicate their findings to an audience using relevant scientific language and illustrations</p>
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Art	DT
<p>Drawing:</p> <ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Develop ideas using different or mixed media, using a sketchbook. <p>Painting:</p> <ul style="list-style-type: none"> - Choose appropriate paint, paper and implements to adapt and extend their work. - Trial and adapt specific painting techniques. - Show an awareness of how paintings are created (composition). <p>3D Form:</p> <ul style="list-style-type: none"> - Plan a sculpture through drawing and other preparatory work - Use natural materials to create sculpture and constructions with increased independence. <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating & Developing:</p> <ul style="list-style-type: none"> - Evaluate their art pieces. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<p>Design:</p> <ul style="list-style-type: none"> - Identify the needs, wants, preferences and values of particular groups and individuals to inform the design of products. - Suggest alternative methods of making if the first attempt fails. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Understand and know how to use more complex electrical systems in their products, e.g., switches in series circuits, bulbs, buzzers and motors; understand and know that they also have an input, process and output. - Continue to extend further the correct technical vocabulary for the projects they are undertaking. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world and that seasons may affect the food available. - Taste a wider range of ingredients and food items to develop a sensory food vocabulary for use when designing. - Demonstrate how to combine ingredients appropriately, e.g., beating or rubbing in addition to peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Create and refine recipes to prepare and cook a variety of predominantly savoury dishes safely and hygienically. - Measure ingredients accurately using different equipment, up or down from a recipe where appropriate.

PE

Health and Fitness

Warm-up/set-up:

- Understand the importance of warming up and cooling down
- Carry out warm-ups and cool-downs safely and effectively

Acquire and develop skills:

- Understand why exercise is good for health, fitness and wellbeing.
- Pupils know ways they can become healthier.

Select and apply skills, tactics and compositional ideas:

- Understand and demonstrate the four components of fitness, and know why they are important to athletes.
- Confidently demonstrate exercises which focus on each component of fitness.

Evaluate & Improve Performance:

- Evaluate the benefits of a given exercise/activity in relation to health, fitness and wellbeing, and make appropriate improvements

Invasion Games (Netball)

Warm-up/set-up:

- Prepare for game play by checking the playing area (for safe, effective play); offering ideas for effective warm-up exercises and routines

Acquire and develop skills:

- Understand that when a team has possession of the ball they are attacking, and when they haven't, they are defending.
- Understand different ways of attacking, and encourage others to use positions for their team effectively.

Select and apply skills, tactics and compositional ideas:

- Demonstrate different tactics to attack and defend, including choosing effective formations during game-play.
- Show support of other players in attack and defence situations during game-play.

Evaluate & Improve Performance:

- Modify some elements of game play as a result of self and peer evaluation
- Use correct vocabulary to compare and improve work

Dance

Warm-up/set-up:

- Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm-up and cool-down strategies independently

Acquire and develop skills:

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Combine flexibility, techniques and movements to create a fluent sequence.
- Show a change of pace and timing in their movements.
- Demonstrate consistent precision when performing movements.
- Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.

Select and apply skills, tactics and compositional ideas:

- Compose individual, partner and group dances that reflect the chosen dance style or stimuli.
- Perform with confidence, using a range of movement patterns:
 - demonstrate strong, controlled movements
 - use dramatic expression
 - move rhythmically and accurately throughout a dance sequence.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.

Evaluate & Improve Performance:

- Modify some elements of a sequence as a result of self and peer evaluation
- Use complex dance vocabulary to compare and improve work

Invasion Games (Football)

Warm-up/set-up:

- Prepare for game play by checking the playing area (for safe, effective play); offering ideas for effective warm-up exercises and routines

Acquire and develop skills:

- Understand that when a team has possession of the ball they are attacking, and when they haven't, they are defending.
- Understand different ways of attacking, and encourage others to use positions for their team effectively.

Select and apply skills, tactics and compositional ideas:

- Demonstrate different tactics to attack and defend, including choosing effective formations during game-play.
- Show support of other players in attack and defence situations during game-play.

Evaluate & Improve Performance:

- Modify some elements of game play as a result of self and peer evaluation
- Use correct vocabulary to compare and improve work

RE	Computing		Music	
<p>Critical thinking and reflection:</p> <ul style="list-style-type: none"> - Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <p>Empathy:</p> <ul style="list-style-type: none"> - Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply <p>Evaluate:</p> <ul style="list-style-type: none"> - Establish own enquiry into a religious issue and form own theories based on experience, reasons and dialogue - Use own theories in debate with peers - Reflect on fact, opinion, validity and bias 	<p>Online Safety:</p> <ul style="list-style-type: none"> - People you don't know are strangers: they may not be who they say they are - Keep personal information private: don't give away your secrets - Always be polite online: block and report people who are mean - Always tell an adult if you are worried or scared - Never tell anyone your password. - Always treat your password like your toothbrush: you'd never share it with your friends! - Be careful what you share online - Think before you post <p>In detail, focus on:</p> <ul style="list-style-type: none"> - Identifying how pupils are presently using technology - The real steps they can take to keep themselves safe and happy online. - Key focus on mobile phone use, online gaming - Minimising risks posed by social media. <p>Word Processing:</p> <ul style="list-style-type: none"> - Crop and edit pictures - Use headers and footers - Change indents - Use ctrl shortcuts - Use the full range of punctuation 	<p>Programming & Development:</p> <ul style="list-style-type: none"> - Uses and manipulates one dimensional data structures. (AB) - Detects and corrects syntactical errors. (AL) <p>Data & Data Representation:</p> <ul style="list-style-type: none"> - Defines data types: real numbers and Boolean. (AB) - Queries data on one table using a typical query language. (AB) 	<p>Music Express: World Unite</p> <p>Singing:</p> <ul style="list-style-type: none"> - Demonstrate understanding of pitch through singing from simple staff notation - Demonstrate understanding of beat and syncopation through singing and body percussion <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Demonstrate coordination and rhythm skills by participating in a complex circle game <p>Improvising/Exploring:</p> <ul style="list-style-type: none"> - Devise, combine and structure rhythms through dance 	<p>Music Express: Journeys</p> <p>Singing:</p> <ul style="list-style-type: none"> - Convey lyrical meaning through expressive singing in a part-song with echoes - Learn to sing major and minor note patterns accurately - Demonstrate planning, directing and rehearsal skills through allocated roles, such as technicians and researchers

PSHE		MFL
<p>Relationships – Respecting Ourselves and Others:</p> <ul style="list-style-type: none"> - About the link between values and behaviour and how to be a positive role model - How to discuss issues respectfully - How to listen to and respect other points of view - How to constructively challenge points of view they disagree with - Ways to participate effectively in discussions online and manage conflict or disagreements <p>Living in the Wider World – Media Literacy and Digital Resilience:</p> <ul style="list-style-type: none"> - About the benefits of safe internet use e.g. learning, connecting and communicating - How and why images online might be manipulated, altered, or faked - How to recognise when images might have been altered - Why people choose to communicate through social media and some of the risks and challenges of doing so - That social media sites have age restrictions and regulations for use - The reasons why some media and online content is not appropriate for children - How online content can be designed to manipulate people’s emotions and encourage them to read or share things - About sharing things online, including rules and laws relating to this - How to recognise what is appropriate to share online - How to report inappropriate online content or contact <p>Health and Wellbeing – Keeping Safe:</p> <ul style="list-style-type: none"> - How to protect personal information online - To identify potential risks of personal information being misused - Strategies for dealing with requests for personal information or images of themselves - To identify types of images that are appropriate to share with others and those which might not be appropriate - That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - What to do if they take, share or come across an image which may upset, hurt or embarrass them or others - How to report the misuse of personal information or sharing of upsetting content/ images online - About the different age rating systems for social media, T.V, films, games and online gaming - Why age restrictions are important and how they help people make safe decisions about what to watch, use or play 	<p>Relationships – Safe Relationships:</p> <ul style="list-style-type: none"> - To compare the features of a healthy and unhealthy friendship - About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - Strategies to respond to pressure from friends including online - How to assess the risk of different online ‘challenges’ and ‘dares’ - How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - How to get advice and report concerns about personal safety, including online <p>Living in the Wider World – Belonging to a Community:</p> <ul style="list-style-type: none"> - What prejudice means - To differentiate between prejudice and discrimination - How to recognise acts of discrimination - Strategies to safely respond to and challenge discrimination - How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - How stereotypes are perpetuated and how to challenge this 	<p>N/A</p>



Year 6 Spring Term – Europe & beyond!

Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



English

Poetry (Reading and Writing)

- Read and understand vocabulary, authorial intent and themes
- Write poetry for a purpose

Formal Writing, Speaking and Listening

- Argument and Discussion – planning and taking part in formal debates. Writing discussion texts.

Longer Narrative Reading Comprehension

- The Long Walk and The Giant’s Necklace

Longer Narrative Writing

- Plan and write a longer narrative (editing)

Miptor Care Guide Writing – linked with Science work.

Maths

Fluency – Fluent in Five

Power Maths

- Unit 7:** Decimals
- Unit 8:** Percentages
- Unit 9:** Algebra
- Unit 10:** Measure (metric and imperial)
- Unit 11:** Measure (perimeter, area and volume)
- Unit 12:** Ratio and proportion

Geography

Locational Knowledge:

- Locate the world’s countries, using maps to focus on Europe (including the location of Russia)
- Identify key human and physical characteristics, countries, major cities and environmental regions within Europe.
- Identify tropics, Artic and Antarctic Circle, meridian and time zones.

Place Knowledge:

- Understand geographical similarities and differences by comparing the human and physical geography of two contrasting areas within Europe (Italy and the UK)

Human and Physical Geography:

- Describe and understand key aspects of physical and human geography (including trade links and the distribution of natural resources) through key topics (Volcanoes and Earthquakes; Europe).

Geographical Skills & Fieldwork:

- Use major lines of latitude and longitude to locate/describe features in an atlas.

Light:

- 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.

Working scientifically:

Testing:

- Choose a type of enquiry to carry out and justify their choice
- Select from a range of practical resources to gather evidence to answer their questions

Identifying & Classifying:

- Look for patterns and relationships using a suitable sample.

Gathering & Recording Data:

- Decide how to record and present evidence
- Record observations e.g. using labelled diagrams or writing;
- Record measurements e.g. using tables and line graphs

Concluding & Communicating:

- Answer their own and others’ questions based on observations they have made and measurements they have taken
- In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge
- Communicate their findings to an audience using relevant scientific language and illustrations.

Science

Living things and their habitats:

- 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.
- Give reasons for classifying plants and animals based on specific characteristics.

Working scientifically:

Asking Questions:

- They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.

Observing & Measuring:

- During an enquiry, make decisions e.g. whether to check further secondary sources (researching); in order to get accurate data.

Gathering & Recording Data:

- Record observations e.g. using observational drawings, labelled scientific diagrams
- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.

Concluding & Communicating:

- Answer their own and others’ questions based on information they have gained from secondary sources. - Discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.

Art	DT
<p>Drawing:</p> <ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. <p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating & Developing work:</p> <ul style="list-style-type: none"> - Evaluate their art pieces. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<p>Design:</p> <ul style="list-style-type: none"> - Carry out research, e.g., surveys, interviews, questionnaires and web-based resources to inform the design of products. - Suggest alternative methods of making if the first attempt fails. - Generate innovative ideas based on research to establish the design criteria for a successful product. - Confidently produce appropriate lists of tools, equipment and materials that they need. - Draw up a simple specification and produce a cross sectional diagram for their design. <p>Make:</p> <ul style="list-style-type: none"> - Confidently select from and use a wider range of materials and components (construction materials and textiles), according to their functional properties and aesthetic qualities. - Confidently select appropriate tools, equipment and techniques accurately, e.g., for cutting, shaping, joining and finishing. - Accurately demonstrate how to use different tools and equipment safely, e.g., junior saw, sandpaper, sewing equipment. - Accurately demonstrate how to measure, mark out, cut and shape materials and components. - Accurately demonstrate how to assemble, join and combine materials and components. - Accurately demonstrate how to use a range of finishing techniques to strengthen and improve the appearance of their end product, e.g., art and design techniques. - Use techniques that involve a number of steps. - Demonstrate resourcefulness when tackling problems. - Demonstrate when to make modifications as they go along. - Aim to make and to achieve a high-quality product. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Know how to reinforce and strengthen a 3D framework. - Understand and know how mechanical systems such as cams or pulleys or gears create movement. - Continue to extend further the correct technical vocabulary for the projects they are undertaking. <p>Evaluate:</p> <ul style="list-style-type: none"> - Know how much existing products cost to make, how sustainable and innovative they are and the impact they have beyond their intended purpose. - Know how key events and ground-breaking designs of individuals in Design and Technology have helped shaped the world - Evaluate their product against the original design specification, by carrying out appropriate tests and identifying strengths and areas for developments. - Critically evaluate the quality and fitness for purpose of their work both during and at the end of the project, suggesting ways that their product could be improved. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Demonstrate how to combine ingredients appropriately, e.g. beating or rubbing in addition to peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Create and refine recipes to prepare and cook a variety of predominantly savoury dishes safely and hygienically. - Measure ingredients accurately using different equipment, up or down from a recipe where appropriate. - Know how to control the temperature of the oven or hob when cooking or baking

RE	Computing		Music	
<p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - Explain some of the challenges offered by the variety of religions and beliefs in the modern world <p>Investigation and Enquiry:</p> <ul style="list-style-type: none"> - Identify the influences on, and distinguish between, different viewpoints within religions and beliefs <p>Interpreting:</p> <ul style="list-style-type: none"> - Interpret religions and beliefs from different perspectives <p>Analysis:</p> <ul style="list-style-type: none"> - Establish the reasons for, and effects of, diversity within and between religions / beliefs, and compare sensitively to other theories 	<p>Data & Data Representation:</p> <ul style="list-style-type: none"> - Knows that digital computers use binary to represent all data. (AB) - Understands how bit patterns represent numbers and images. (AB) - Knows that computers transfer data in binary. (AB) - Understands the relationship between binary and file size (uncompressed). (AB) - Understands how numbers, images, sounds and character sets use the same bit patterns. (AB) (GE) - Performs simple operations using bit patterns, e.g. binary addition. (AB) (AL) 	<p>Communication & Networks:</p> <ul style="list-style-type: none"> - Understands how to construct static web pages (AL) (AB) - Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. (AL) (AB) - Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems. (AB) 	<p>Music Express: Growth</p> <p>Playing Instruments/Listening:</p> <ul style="list-style-type: none"> - Play a chordal accompaniment to a piece - Follow and interpret a complex graphic score for four instruments <p>Composing/Appraising:</p> <ul style="list-style-type: none"> - Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music 	<p>Music Express: Roots</p> <p>Singing:</p> <ul style="list-style-type: none"> - Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement <p>Improvising/Exploring:</p> <ul style="list-style-type: none"> - Improvise descriptive music on instruments and other sound makers

PE	
<p>Gymnastics</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Understand why warming up and cooling down are important for good quality performance. - Know the importance of suppleness and strength, and recognise which activities support these. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Confidently use equipment to vault, and incorporate this into sequences. - Show controlled confidence in rolls: log / curled side / teddy bear roll, crouched rocking forward roll, forward roll from standing, rocking & tucked backward roll. - Show confidence in jumps: straight, tuck, star, half-turn, cat, straddle, pike, stag / split leap. - Create their own complex sequences involving a range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, vaulting, stretching. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - Develop strength, technique and flexibility throughout performances. 	<p>Health and Fitness</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Understand the importance of warming up and cooling down - Carry out warm-ups and cool-downs safely and effectively <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Understand why exercise is good for health, fitness and wellbeing. - Pupils know ways they can become healthier. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Understand and demonstrate the four components of fitness, and know why they are important to athletes. - Confidently demonstrate exercises which focus on each component of fitness. <p>Evaluate & Improve Performance:</p> <ul style="list-style-type: none"> - Evaluate the benefits of a given exercise/activity in relation to health, fitness and wellbeing, and make appropriate improvements <p>OAA</p> <p>Communication; Trials; Problem Solving; Compete & Perform; Evaluate:</p>

<p>- Apply skills and techniques consistently when performing, showing precision and control.</p> <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Modify some elements of a sequence as a result of self and peer evaluation. - Use complex gymnastic vocabulary to compare and improve work. <p>Net & Wall Skills (Tennis)</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Devise an easy to follow scoring system. - Understand how to change the court to make play more successful (easier). <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Know where to stand when attacking and defending. - Understand practices to help with precision and consistency of ball placement, and speed around the court. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Demonstrate hitting the ball in the court away from an opponent. - Develop skills in effectively placing the ball, using speed, height and direction. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Explain why they or others are playing well. - Know where they need to improve and what to practise. 	<ul style="list-style-type: none"> - Communicate clearly and effectively with others to complete a particular role in a team, even when under pressure. - Work effectively as part of a team, demonstrating leadership skills when necessary; organise an event for others. - Successfully use a map to complete an orienteering course, and a compass for navigation. - Orientate themselves with confidence and accuracy around an orienteering course when under pressure. - Design an orienteering course that is clear to follow and offers challenge to others; use navigation equipment (maps, compasses) to improve the trail. - Compete in orienteering activities both as part of a team and independently. - Use a range of map styles and make an informed decision on the most effective. - Complete an orienteering course on multiple occasions, increasing speed due to improved technique. - Thoroughly evaluate their own and others' work, suggesting appropriate improvements, with an aim of increasing challenge and improving performance. - Listen to feedback and improve an orienteering course from it.
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PSHE		MFL
<p><u>Living in the Wider World – Money and Work:</u></p> <ul style="list-style-type: none"> - About the role that money plays in people's lives, attitudes towards it and what influences decisions about money - About value for money and how to judge if something is value for money - How companies encourage customers to buy things and why it is important to be a critical consumer - How having or not having money can impact on a person's emotions, health and wellbeing - About common risks associated with money, including debt, fraud and gambling - How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - How to get help if they are concerned about gambling or other financial risks 	<p><u>Health and Wellbeing – Physical Health and Mental Wellbeing:</u></p> <ul style="list-style-type: none"> - That mental health is just as important as physical health and that both need looking after - To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - How negative experiences such as being bullied or feeling lonely can affect mental wellbeing - Positive strategies for managing feelings - That there are situations when someone may experience mixed or conflicting feelings - How feelings can often be helpful, whilst recognising that they sometimes need to be overcome - To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - Identify where they and others can ask for help and support with mental wellbeing in and outside school - The importance of asking for support from a trusted adult - How balancing time online with other activities helps to maintain their health and wellbeing - Strategies to manage time spent online and foster positive habits e.g. switching phone off at night - What to do and whom to tell if they are frightened or worried about something they have seen online 	<p>Cultural:</p> <ul style="list-style-type: none"> - Know about aspects of everyday life in a European country; make comparisons with own traditions



Year 6 Summer Term - Bomber County

Key Values:

Term 5: Arnie Adventure

Term 6: Teamwork Twins



English

Revision and Practice Reading Comprehension

-A range of texts and questions building on skills taught throughout the year.

Narrative Writing

-Adapting texts for different audiences

Reading – famous authors

-Shakespeare 'The Tempest'
-Philip Pullman 'Clockwork or All Wound Up'

Speaking and Listening

-A range of drama activities

Maths

Fluency – Fluent in Five

Power Maths, SATs Revision and Problem Solving

Unit 13: Geometry (properties of shapes)

Unit 14: Problem solving

Unit 15: Statistics

History and Geography

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history) and a local history study

Chronology:

- Place current study on timeline in relation to other studies of historical periods, events or lives of significant people.
- Identify and compare changes within and across different periods.

Organisation & Communication:

- Plan and present an independent project about the studied period.
- Use timelines with key information to present facts.
- Discuss key events and annotate diagrams to show understanding.
- Use a computer / iPad to present information.
- Complete extended pieces of writing to show knowledge of key event / daily life.

Knowledge and Understanding of Events, People & Changes in the Past:

- Use a number of reliable sources to find out about beliefs, behaviour and characteristics of people of the past, recognising that not everyone shares the same views and feelings.
- Compare beliefs, behaviour and everyday lives of people of that time with another period studied.
- Know key dates, people and events of the time studied and write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.
- Compare and contrast some of the features of past societies (religion, houses, society, technology, people) with life today.

Interpretations of History:

- Confidently look at and use some of these sources... (see previous statement)
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
- Evaluate evidence to choose the most reliable forms.

Historical Enquiry:

- Investigate own lines of enquiry by posing questions to answer, selecting and recording relevant information, understanding that there is often not a single answer to historical questions.
- Describe a key event from the past in a fluent account, using a range of evidence from different, reliable sources.
- Recognise primary and secondary sources.

Science

Evolution and inheritance:

- 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.

Working scientifically: Gathering & Recording Data:

Independent investigations:

Working scientifically:

Observing & Measuring:

- Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale;
- During an enquiry, make decisions e.g. whether they need to: increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); in order to get accurate data (closer to the true value).

Testing:

- Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question.
- Decide what observations or measurements to make over time and for how long.

Gathering & Recording Data:

- Record measurements e.g. using tally charts, bar charts and scatter graphs

<p>Geography</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Name and locate counties and cities in the UK. <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences by comparing the human and physical geography of two contrasting areas: within the UK (Alford and London) <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical and human geography (including trade links and the distribution of natural resources) through key topics (Volcanoes and Earthquakes; Europe). <p>Geographical Skills & Fieldwork:</p> <ul style="list-style-type: none"> - Use eight compass points confidently and accurately; - Use four figure co-ordinates to locate features on a map - Begin to use six figure grid references - Use an OS map for orienteering in the local area, identifying a range of symbols. - Use primary and secondary sources of evidence in their investigations. - Use field work to observe, record and present human geographical features in the local area and beyond. 	<ul style="list-style-type: none"> - Record observations e.g. using annotated photographs <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Talk about how their scientific ideas change due to new evidence that they have gathered - Talk about how new discoveries change scientific understanding. - Evaluate the credibility of secondary sources used. 	<ul style="list-style-type: none"> - Present the same data in different ways in order to help with answering the question. <p>Concluding & Communicating:</p> <ul style="list-style-type: none"> - Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests. - Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements
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Art	DT
<p>Drawing:</p> <ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. <p>Painting:</p> <ul style="list-style-type: none"> - Choose appropriate paint, paper and implements to adapt and extend their work. - Trial and adapt specific painting techniques. - Show an awareness of how paintings are created (composition). <p>Textiles/collage:</p> <ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Use different techniques, colours and textures etc when designing and making pieces of work. 	<p>Design:</p> <ul style="list-style-type: none"> - Make design decisions, taking account of constraints such as time, resources and cost. - Confidently produce appropriate lists of tools, equipment and materials that they need. - Confidently formulate step-by-step plans as a guide to making that can be followed by someone else. - Suggest alternative methods of making if the first attempt fails. <p>Make:</p> <ul style="list-style-type: none"> - Confidently select from and use a wider range of materials and components (construction materials and textiles), according to their functional properties and aesthetic qualities. - Confidently select appropriate tools, equipment and techniques accurately, e.g., for cutting, shaping, joining and finishing. - Accurately demonstrate how to use different tools and equipment safely, e.g., junior saw, sandpaper, sewing equipment. - Accurately demonstrate how to measure, mark out, cut and shape materials and components. - Accurately demonstrate how to assemble, join and combine materials and components. - Accurately demonstrate how to use a range of finishing techniques to strengthen and improve the appearance of their end product, e.g., art and design techniques. - Use techniques that involve a number of steps. - Demonstrate resourcefulness when tackling problems. - Demonstrate when to make modifications as they go along. - Aim to make and to achieve a high-quality product. <p>Evaluate:</p> <ul style="list-style-type: none"> - Evaluate personally and consider the views of others and intended users to improve their work.

<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. <p>Evaluating & Developing work:</p> <ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Know that a 3D textiles product can be made from a combination of fabric shapes. - Continue to extend further the correct technical vocabulary for the projects they are undertaking. - Know how to program a computer to monitor changes in the environment and control their products, e.g. construction kit. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> - Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world and that seasons may affect the food available. - Know that different food and drink contain different substances – nutrients, water and fibre that are needed for health. - Know how food is processed into ingredients that can be eaten or used in cooking. - Taste a wider range of ingredients and food items to develop a sensory food vocabulary for use when designing. - Demonstrate how to combine ingredients appropriately, e.g. beating or rubbing in addition to peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Create and refine recipes to prepare and cook a variety of predominantly savoury dishes safely and hygienically. - Measure ingredients accurately using different equipment, up or down from a recipe where appropriate. - Know how to control the temperature of the oven or hob when cooking or baking. - Understand the importance of correct storage and handling of ingredients.
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PE

<p>Striking & Fielding (Rounders)</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Suggest appropriate exercises for warm-up, taking into account the effect of striking and fielding actions on the whole body - Set up a suitable playing area independently. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Strike a bowled ball in an intended direction (an 'unfielded' area). - Know how to 'attack the ball'; stop a ball using a range of techniques, including the 'long-barrier' technique. - React quickly to catch balls thrown at different heights / angles. - Throw the ball accurately over increasing distances. - Understand the active role of a fielder and the importance of strategic placement on the field. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Play co-operatively with team-mates, for example, making decisions when to run for points and when to stay in a safe zone. 	<p>Gymnastics</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Understand why warming up and cooling down are important for good quality performance. - Know the importance of suppleness and strength, and recognise which activities support these. <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Confidently use equipment to vault, and incorporate this into sequences. - Show controlled confidence in rolls: log / curled side / teddy bear roll, crouched rocking forward roll, forward roll from standing, rocking & tucked backward roll. - Show confidence in jumps: straight, tuck, star, half-turn, cat, straddle, pike, stag / split leap. - Create their own complex sequences involving a range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, vaulting, stretching. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - Develop strength, technique and flexibility throughout performances. - Apply skills and techniques consistently when performing, showing precision and control. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Modify some elements of a sequence as a result of self and peer evaluation. - Use complex gymnastic vocabulary to compare and improve work. <p>Athletics</p> <p>Warm-up/set-up:</p>
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<ul style="list-style-type: none"> - Perform skills with greater speed, fluency and accuracy in striking and fielding games. - Use a range of simple tactics / strategies to improve success during game-play. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. <p>Swimming</p> <p>Warm-up/set-up:</p> <ul style="list-style-type: none"> - Understand the benefits of swimming as a form of exercise, supporting strength, stamina and suppleness <p>Acquire and develop skills:</p> <ul style="list-style-type: none"> - Perform safe self- rescue in different water-based situations. - Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Reflect and comment on technique to help improve performance. 	<ul style="list-style-type: none"> - Understand why warming up and cooling down are important for good quality performance. - Know the importance of strength, stamina and speed, and recognise which activities support these. <p>Acquire and develop skills:</p> <p><i>Running:</i></p> <ul style="list-style-type: none"> - Re-cap and refine an effective sprinting technique, including reaction time. - Build speed quickly, to accelerate past other competitors / for a sprint finish. - Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. - Work as a team to competitively perform a relay. - Confidently and independently select the most appropriate pace for different distances / parts of a run, demonstrating endurance and stamina over longer distances in order to maintain a sustained run. <p><i>Throwing:</i></p> <ul style="list-style-type: none"> - Measure and record the distance of their throws. - Develop and refine techniques to throw accurately and for increased distance. - Perform a heave throw. <p><i>Jumping:</i></p> <ul style="list-style-type: none"> - Develop the technique for the standing vertical jump. - Maintain control at each of the different stages of the triple jump. - Improve techniques for height and distance, landing safely and with control. - Set up and lead jumping activities including measuring the jumps with confidence and accuracy. <p>Select and apply skills, tactics and compositional ideas:</p> <ul style="list-style-type: none"> - Perform and apply a variety of skills and techniques confidently, consistently and with precision. - Take part in competitive situations with a strong understanding of tactics and technique. <p>Evaluate and improve performance:</p> <ul style="list-style-type: none"> - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. - Support others in improving their personal best.
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RE	Computing		Music	
<p>Knowledge Focus: learning about religions:</p> <ul style="list-style-type: none"> - Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. - Compare the different ways in which people of faith communities express their faith. <p>Analysis:</p> <ul style="list-style-type: none"> - Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, 	<p>Information Technology:</p> <ul style="list-style-type: none"> - Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution. (EV) - Justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals. (EV) - Considers the usability of visual design features when designing and creating digital artifacts for a known audience. (EV) - Identifies and explains how the use of technology can impact on society. 	<p>Hardware & Processing:</p> <ul style="list-style-type: none"> - Understands the von Neumann architecture in relation to the fetch – execute cycle, including how data is stored in memory. (AB) (GE) - Understands the basic function and operation of location addressable memory. (AB) <p>Data & Data Representation:</p> <ul style="list-style-type: none"> - Understands the relationship between resolution and 	<p>Music Express: Class Awards</p> <p>Singing:</p> <ul style="list-style-type: none"> - Refine vocal performance with consideration of posture, breathing and enunciation <p>Composing:</p> <ul style="list-style-type: none"> - Compose programme music from a visual stimulus <p>Appraising:</p>	<p>Music Express: Moving on</p> <p>Singing:</p> <ul style="list-style-type: none"> - Perform complex song rhythms confidently - Change vocal tone to reflect mood and style <p>Playing Instruments:</p> <ul style="list-style-type: none"> - Play tuned instrumental parts confidently from graphic scores with note names

using a wide range of appropriate language and vocab. Interpreting: - Interpret the significance and impact of different forms of religious and spiritual expression	- Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution. (EV)	colour depth, including the effect on file size. (AB) - Distinguishes between data used in a simple program (a variable) and the storage structure for that data. (AB)	- Discuss the music of a Russian Romantic composer with reference to a painting of the same period	Listening: - Experience and understand the effect of changing harmony - Listen to and understand modulation in a musical bridge
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PSHE		MFL
<u>Relationships – Families and Friendships:</u> - What it means to be attracted to someone and different kinds of loving relationships - That people who love each other can be of any gender, ethnicity or faith - The difference between gender identity and sexual orientation and everyone's right to be loved - About the qualities of healthy relationships that help individuals flourish - Ways in which couples show their love and commitment to one another, including those who are not married or who live apart - What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - That people have the right to choose whom they marry or whether to get married - That to force anyone into marriage is illegal - How and where to report forced marriage or ask for help if they are worried	<u>Health and Wellbeing – Growing and Changing:</u> - To recognise some of the changes as they grow up e.g. increasing independence - About what being more independent might be like, including how it may feel - About the transition to secondary school and how this may affect their feelings - About how relationships may change as they grow up or move to secondary school - Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - Identify the links between love, committed relationships and conception - What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the uterus - That pregnancy can be prevented with contraception - About the responsibilities of being a parent or carer and how having a baby changes someone's life <u>Relationships – Safe Relationships:</u> - What consent means and how to seek and give/not give permission in different situations <u>Health and Wellbeing – Keeping Safe:</u> - About the risks and effects of different drugs - About the laws relating to drugs common to everyday life and illegal drugs - To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - About the organisations where people can get help and support concerning drug use - How to ask for help if they have concerns about drug use - About mixed messages in the media relating to drug use and how they might influence opinions and decisions <u>Health and Wellbeing – Physical Health and Mental Wellbeing:</u> - About the changes that may occur in life including death, and how these can cause conflicting feelings - That changes can mean people experience feelings of loss or grief - About the process of grieving and how grief can be expressed - About strategies that can help someone cope with the feelings associated with change or loss - To identify how to ask for help and support with loss, grief or other aspects of change	<u>Vocabulary:</u> - Greeting and responding to greetings - Giving personal details - name and age - Counting and using numbers 0-30 - Following and giving simple instructions - Saying what day or month it is; saying the date <u>Speaking and Listening:</u> - Listen to and follow simple commands - Watch mouth of speaker and imitate pronunciation - Participate in short exchange - Understand and respond to simple questions <u>Reading:</u> - Read familiar words and sentences with accurate pronunciation <u>Writing:</u> - Attempt to write phrases / simple sentences: copying & from memory - Write the date in French every day, to reinforce days of the week