

## Curriculum Overview

Year: 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	What was 15th century Britain was like compared to 15 <sup>th</sup> century central America?		What was life like during WW2?		What could we discover on a North American road trip?	
<b>Geography</b>						
Knowledge			<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>		Name and locate the countries of North and South America and identify their main physical and human characteristics.	
Skills					<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
Vocabulary					land use, climate zones, population densities, height of land North America, South America, continents, equator, Northern hemisphere, southern hemisphere, 8 compass directions, Physical geography, human geography, aerial images compared with maps and topological maps, regions, interconnected and interdependent, geographical diversity , case study	

<b>History</b>			
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Learn about the Aztecs and plot them on a timeline to see where they fit alongside the other historical eras studied</li> <li>Learn about who the Aztecs were and why they were important to us today.</li> <li>Find out about Aztec sacrifice-who was sacrificed? Why were they sacrificed? How were they sacrificed?</li> <li>Learn about Templo Mayer-when and how it was build, what it was used for and when it was rediscovered.</li> <li>Find out about Aztec warriors-learn about what they wore and what weapons they used.</li> <li>Learn about the traditions of the Aztec culture- compare with traditions around the world today.</li> <li>Learn about Aztec Gods-who were they? Why were they important? How were they worshiped?</li> <li>Find out about the Fall of the Aztec Empire and how and when it happened.</li> <li>Learn about the Tudors- Who were they? What does Tudor mean? Create a timeline to compare the Tudors to the Aztecs.</li> <li>Learn about The battle of Bosworth and how the Tudors came to power.</li> <li>Find out about what life was like for Tudor men and women.</li> <li>Compare Tudor life with the life of Aztecs.</li> <li>Learn about Henry VIII-who was he? What did he look like? What did he wear? Where did he live? Who were his wives?</li> <li>Learn about Tudor crime and punishment including which punishment methods were used and which crimes deserved which punishments.</li> </ul> <p style="text-align: center;"><b>Black History- Martin Luther King</b></p> <ul style="list-style-type: none"> <li>Learn about who Martin Luther King was (civil rights activist who wrote the speech 'I have a dream) and why he was important and influential to Black History.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about WW2. When did it take place? What was the cause? Why did Britain declare war?</li> <li>Learn about the key dates, key countries and key people.</li> <li>Discuss The Phoney war.</li> <li>Learn about the Blitz-what was it, when was it and what impact did it have?</li> <li>Find out about different shelters and how they protected from the bombs.</li> <li>Learn about evacuation including what it was, why children were evacuated and where they were evacuated to.</li> <li>Learn about WW2 propaganda and compare to the WW1 propaganda learnt about in Year 5.</li> <li>Find out about the role and the importance of women in WW2.</li> <li>Learn about how and when the war ended and what Britain was like post war.</li> </ul>	<p style="text-align: center;"><b>Geography focus term</b></p> <ul style="list-style-type: none"> <li>Learn about natural disasters from the past including Hurricane Sandy. LA wildfires, Mt St Helens.</li> <li>Learn about the Plague including what it was, when it was, and the effects it had.</li> </ul> <p style="text-align: center;"><b>Local history focus</b></p> <ul style="list-style-type: none"> <li>Learn about the Royal Wootton Bassett repatriation. Why is RWB now royal? What are repatriations? Why did they happen in RWB?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I can use different sources of evidence to find out information about the past.</li> <li>I can use sources of information to ask and answer questions about the past.</li> <li>I can find and analyse a wide range of evidence to help me to justify claims about the past.</li> <li>I can understand that evidence can be biased depending on the social group that evidence comes from.</li> <li>I can refine lines of enquiry as appropriate.</li> <li>I can give a general overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>I can compare a specific period in history with another period of history around the world.</li> <li>I can describe the main changes in a period of history.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different sources of evidence to find out information about the past.</li> <li>I can use sources of information to ask and answer questions about the past.</li> <li>I can find and analyse a wide range of evidence to help me to justify claims about the past.</li> <li>I can understand that evidence can be biased depending on the social group that evidence comes from.</li> <li>I can show an awareness of propaganda.</li> <li>I can compare a specific period in history with another period of history around the world.</li> <li>I can describe the main changes in a period of history.</li> <li>I can use historical terms such as: social, religious, political, technological and cultural.</li> </ul>	<ul style="list-style-type: none"> <li>I can study an area of local history.</li> <li>I can use different sources of evidence to find out information about the past.</li> <li>I can use sources of information to ask and answer questions about the past.</li> </ul>

	<ul style="list-style-type: none"> <li>I can use historical terms such as: social, religious, political, technological and cultural.</li> <li>I can identify periods of rapid change in history and compare them with time of relatively little change.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>I can present my findings in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify periods of rapid change in history and compare them with time of relatively little change.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>I can present my findings in different ways.</li> </ul>	
Vocabulary	Aztec, sacrifice, warrior, tradition, empire, Tudor, power, crime and punishment, evidence, justify, compare, social, religious, political, technological, cultural, era, period, change, chronology, continuity, century, decade, legacy	War, phoney, Blitz, impact, evacuation, propaganda, roles, evidence, justify, compare, social, religious, political, technological, cultural, era, period, change, chronology, continuity, century, decade, legacy	Natural disaster, effect, local, repatriation

Science						
Knowledge	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<b>Evolution and inheritance</b> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information</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> </ul>	<b>Light</b> <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 how objects are seen</li> <li>Explain how we see things</li> <li>Use the idea that light travels in straight lines to explain shadows and the objects that cast them.</li> </ul>	<b>Electricity</b> <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</li> <li>Compare and give reasons for variations in how components function,</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<b>Plus:</b> <b>Science sessions at Abbey Park</b> <b>Revision of subjects previously taught</b>
Skills	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Group presentation of common	Reporting and presenting findings from enquiries, including conclusions to explain the way nutrients and water are transported within the human and animals bodies. other presentations	Using test results to make predictions to set up further comparative and fair tests inked to living things changing over time. Link to Darwin's finches.	Planning different types of scientific enquiries to demonstrate how light travels. Show results in a table and explain findings	Report and present findings from enquiries, including explanations of why a circuit will or won't work.  Recognising and controlling variables where necessary -	

	<p>characteristics and how a particular species is classified.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Link to the five kingdoms.</p>	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision children to take part in an exercise investigation linking with the impact of their body after different exercise. Display findings in a line graph and analyse the results</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels of the circularity system</p>	<p>Recording data and results of increasing complexity using scientific language and secondary sources to demonstrate understanding of inheritance</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments linked to adaption and evolution.</p>	<p>Using test result from the above to make further predictions to set up further comparative and fair tests</p> <p>Recognising and controlling variables where necessary</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments linked to shadows and how they are cast.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels to demonstrate the above.</p>	<p>how can you make the comparison of circuits fair?</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments linked to how a circuit works successfully.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels linked to a circuit.</p> <p>Use a table to compare and give reasons for variants with different circuits.</p>	
Key Vocabulary	Diversity, classify, common characteristics, conservation, organisms, animals, plants, fungi, prokaryote and protoctista, kingdoms	Heart, pulse, blood vessels, arteries, oxygen, veins, carbon dioxide, capillaries, respiration, organs, digestion, Nutrients, mouth, oesophagus, stomach, small intestine, large intestine, chemicals in saliva, stomach, particles, nutrients, absorbed, bloodstream, undigested matter,	Igneous, sedimentary, metamorphic, fossils, evolution, organism, adaptation, habitat, survive, climate, evolution, natural selection, offspring, mutation, ancestor, diverse, generation, adaptations,	Reflection, energy, axis, solar eclipse, lunar eclipse, light source, reflection, shadows, straight lines	Brightness, loudness, circuit, components, symbol, buzzer, bulb, switches, voltage, electrons, conductors, resistor, series circuit, parallel circuit	

MFL

Knowledge	<b>19 Notre école</b> *school vocabulary *telling the time	<b>20 Notre monde</b> *countries around the world	<b>21 Le passé et le présent (past and present)</b> *shops *clothing	<b>22 Ici et là (Out and About)</b> *opinions *hobbies/interests	<b>23 Monter un café (Setting up a café)</b> *food *ordering in restaurants	
<b>Skills</b>	Listen attentively to spoken language and show understanding by joining in and responding.   Speak in sentences, using familiar vocabulary, phrases and basic language structures.   Engage in conversations; ask and answer questions; express opinions and respond to those of others.   Read carefully and show understanding of words, phrases and simple writing.   Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.   Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.   Describe people, places, things and actions orally and in writing.   Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, 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.	Listen attentively to spoken language and show understanding by joining in and responding.   Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.   Speak in sentences, using familiar vocabulary, phrases and basic language structures.   Engage in conversations; ask and answer questions; express opinions and respond to those of others.   Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.   Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; 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.	Listen attentively to spoken language and show understanding by joining in and responding.   Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.   Speak in sentences, using familiar vocabulary, phrases and basic language structures.   Engage in conversations; ask and answer questions; express opinions and respond to those of others.   Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.   Present ideas and information orally to a range of audiences.   Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.   Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; 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.	<b>See all unit 21 objectives</b>	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.   Engage in conversations; ask and answer questions; express opinions and respond to those of others.   Speak in sentences, using familiar vocabulary, phrases and basic language structures.   Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.   Appreciate stories, songs, poems and rhymes in the language.   Present ideas and information orally to a range of audiences.   Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.   Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; 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.	

<b>Vocabulary</b>	la salle de classe l'entrée principale (f.) la cour le terrain de sport Je cherche ... Je cours. Je travaille. ici là Voici Voilà il est deux heures et quart il est deux heures moins le quart il est deux heures cinq/ dix/vingt/vingt-cinq il est deux heures moins cinq/dix/vingt/vingt-cinq le déjeuner le professeur le maître, la maîtresse Il/Elle a ...	the classroom the main entrance the playground the sports field I'm looking for ... I run/I'm running. I work/I'm working. here there here it is there it is it's quarter past two it's quarter to two it's five/ten/twenty/ twenty-five past two it's five/ten/twenty/ twenty-five to two lunch(time) the teacher (general term) primary school teacher He/She has ...	*l'Europe (f.) *l'Afrique (f.) Où est ...? des ... le matin l'après-midi (m. or f.) <b>Additional flashcards</b> *l'Espagne (f.), *le Portugal *le Sénégal, *le Maroc *le Mali, *la Côte d'Ivoire *la Guinée, *la Tunisie *l'Amérique du Nord (f.) *le Canada *l'Amérique du Sud (f.) *le Brésil *l'Asie (f.) *l'Inde (f.) *l'Australasie (f.) *l'Australie (f.)	Europe Africa Where is ...? some ... (indefinite plural) the morning the afternoon Spain, Portugal Senegal, Morocco Mali, Ivory Coast Guinea, Tunisia North America Canada South America Brazil Asia India Australasia Australia	*un supermarché *une boulangerie *une boucherie *une épicerie *une pâtisserie Il y avait ... maintenant Qu'est-ce que c'est? Il/Elle porte ... Il/Elle s'appelle ... <b>Additional flashcards</b> un pull un pantalon un short une chemise une jupe une culotte	a supermarket a baker's (shop) a butcher's (shop) a grocer's (shop) a cake shop There was/were ... now What is it? He/She is wearing ... His/Her name is ... a jumper/pullover a pair of trousers a pair of shorts a shirt a skirt a pair of pants	soixante-et-onze, soixante-douze, soixante-treize, etc., soixante-dix-neuf quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc., quatre-vingt-neuf quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc., quatre-vingt-dix-neuf un homme une femme Qu'est-ce que tu aimes/ détestes? Tu veux jouer au rugby/ netball/ping-pong? Oui, je veux jouer. Non, je ne veux pas jouer.	71-79 81-89 91-99 a man a woman What do you like/hate? Do you want to play rugby/ netball/table tennis? Yes, I want to play. No, I don't want to play.	une limonade une eau minérale un jus d'orange un verre de coca un chocolat chaud un café un café au lait une tasse de thé un paquet de chips une portion de frites une glace au chocolat une glace à la fraise/ à la vanille Vous désirez? C'est combien? Bon appétit!	a lemonade a mineral water an orange juice a glass of cola a hot chocolate a (black) coffee a coffee with milk a cup of tea a packet of crisps a portion of chips a chocolate ice cream a strawberry/vanilla ice cream What would you like? How much is it? Enjoy your meal/ food!	la météo la mode la cuisine C'est beau. C'est intéressant. C'est ennuyeux. C'est dégoûtasse. C'est trop long. car à mon/son avis <b>Additional flashcards</b> l'actualité (f.) la page télé	the weather forecast fashion (fashion pages of a magazine) cooking (cooking pages of a magazine) It's beautiful. It's interesting. It's boring. It's disgusting. It's too long. as, since, because in my/his/her opinion the news (current affairs section of a magazine) the TV page

Art						
Knowledge	Drawing	Painting	Printing	Sculpture	Textiles	Collage
	Focus: Salvador Dali Represent 3D objects on a 2D surface. Position and manipulation Compare different art styles (including surrealism) Select drawing tools for a purpose	Focus: L. S. Lowry Using colour to evoke emotions Select paint for a purpose Understand colours Select tools for a purpose	Focus: Glen Alps Measuring accurately to ensure repeating design Design from a brief Aesthetics Understand collagraphy	Focus: George Segal/ Elizabeth Berrian Work with accuracy with a range of tools Join clay Produce delicate, small models Model wire Understand layers to sculpt Recycling	Focus: Modern fashion designers Research textiles in another culture Research historical artefacts and clothing Research modern clothing Embroidery and binka	Focus: Peter Blake Interpret stories, music or poems to represent emotions Understand design aesthetics Meet a brief Select materials and adhesive to represent a surface or thing (eg water)
<b>Skills</b>	Develop greater control with graded pencils Use different dry and wet media with developing confidence Select the correct pencil to add shade and tone Use tone to develop colour in 3D drawings Sketch the human body in proportion Design, make, evaluate	Use watercolours to create a background wash Mix colours to create a mood Use a variety of tools to add texture to paintings Demonstrate a secure knowledge of primary, secondary, warm, cold, contrasting and complimentary colours Design, make, evaluate	Explain a different printing techniques (block, relief, mono, resist) Use 3 or more colours to print Use ICT to create a print Using correct ink and tools for screen printing Overlaying colours to build up an image Prepare stencils Design, make, evaluate	Fire clay Develop skills including slabs, coils, slips Supporting stress points Working with delicate designs Sketch the human body in proportion Manipulate wire around objects Paper mache or plaster to wrap wire Construct with increasing confidence and independence Design, make, evaluate	Use binka and wool Use wax batik safely Create sharp lines using batik Aesthetic qualities including embroidery Use a range of stitches with increased confidence Be aware of the most appropriate materials and joining techniques Design, make, evaluate	Cut or tear multiple shapes at the same time Convey an idea or meaning using colour, texture and movement Use and select appropriate materials and adhesive Add decorative embellishments to a collage to build complexity and representation Design, make, evaluate
<b>Vocabulary</b>	Line, tone, colour, shade, still life, shape, silhouette, surrealism	Texture, emotions, colour, tone, line	Computer aided design, overlay, screen print, relief, block, mono	Shape, mould, model, join, crosshatch, slip, stress points, form, size, scale, score, form, space, shapes, mould, bend, twist	Weft, warp, tjanting tool, aesthetic, batik, running, cross, chain, French knot, herringbone, Design, texture,	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, over-layering, represent, mood, feeling, brief, embellish,



## DT

<p>Knowledge</p>	<p><b>Textiles:</b> Combining different fabric shapes (History Link) <b>Bag/ purse or clothing</b></p> <p>D1- Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions &amp; fabrics have changed over time and how this has affected fashion. Describe how an individual in the field of design &amp; technology has helped shape the world. M1- Use more complex tools with increasing accuracy. M2- Choose the best materials for a task, showing an understanding of their working characteristics. M3- Demonstrate how their products take into account the safety of the user., T1- Use a simple pattern to create a life-sized item of clothing. Create a 3-D product using a range of materials and sewing techniques. T2- Use a craft knife, cutting mat and safety ruler with 1:1 supervision if needed.</p>	<p><b>Cookery: Celebrating Culture</b> <i>Either-15<sup>th</sup> Century British food eg. Pottage and bread or Aztec cooking involving Chilli/chocolate?</i></p> <p>D1- Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their own work. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. M1- Use more complex tools with increasing accuracy. M2- Choose the best materials for a task, showing an understanding of their working characteristics. M3- Demonstrate how their products take into account the safety of the user., F1- Use appropriate tools and equipment, weighing and measuring with scales. F2- Plan how they can have a health/affordable diet.</p>	<p><b>Electrical Systems:</b> More complex switches and circuits. Eg. <b>Air Raid Siren</b> (Spring Term) or <b>Traffic Light Coding</b> (Summer Term)</p> <p>D1-Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces. D2- Use CAD/CAM packages to design. D3- Check work as it develops and modify their approach in light of progress. E1- Explain the form and function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. E3- Explain how fashions and fabrics have changed over time and how this has affected fashion. Describe how an individual in the field of design and technology has helped shape the world. M1- Use more complex tools with increasing accuracy. M2- Choose the best materials for a task, showing an understanding of their working characteristics. M3- Demonstrate how their products take into account the safety of the user. T6-Design products incorporating the most appropriate electrical systems.</p>	<p><b>Cookery: Celebrating Culture...</b> (RE Link) <b>Food linked with celebrations</b></p> <p>D1- Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional &amp; exploded diagrams D3- Check work as it develops &amp; modify their approach in light of progress. D4- Research cultural traditions &amp; evidence their influence in their own work. E1- Explain the form &amp; function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. M1- Use more complex tools with increasing accuracy. M2- Choose the best materials for a task, showing an understanding of their working characteristics. M3- Demonstrate how their products take into account the safety of the user. F1- Use appropriate tools &amp; equipment, weighing and measuring with scales. F2- Plan how they can have a health/affordable diet.</p>		<p><b>Cooking: Celebrating Culture...</b> <b>Design, make, serve a homemade version of foods celebrating our multicultural society.</b></p> <p>D1- Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional &amp; exploded diagrams. D3- Check work as it develops and modify their approach in light of progress. D4- Research cultural traditions and evidence their influence in their own work. E1- Explain the form &amp; function of familiar existing products. E2- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others. M1- Use more complex tools with increasing accuracy. M2- Choose the best materials for a task, showing an understanding of their working characteristics. M3- Demonstrate how their products take into account the safety of the user., F1- Use appropriate tools and equipment, weighing and measuring with scales. F2- Plan how they can have a health/affordable diet.</p>
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	T3- Join materials using the most appropriate methods for the materials or purpose.	F3- Explain how the ingredients were grown, reared, caught and processed.		F3- Explain how the ingredients were grown, reared, caught & processed.		F3- Explain how the ingredients were grown, reared, caught and processed.
Skills	<p><b>* Sewing skills-Threading needles, tying knots, range of stitches</b></p> <p>*Communicate their ideas through detailed labelled drawings            *Develop a design specification            *Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways            *Plan the order of their work, choosing appropriate materials, tools and techniques            *Select appropriate tools, materials, components and techniques            *Assemble components make working models            * Use tools safely and accurately            *Construct products using permanent joining techniques            *Make modifications as they go along            * Pin, sew and stitch materials together create a product            *Achieve a quality product            *Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests            *Record their evaluations using drawings with labels            *Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>*Use research to find out about available products &amp; communicate ideas through detailed labelled drawings            *Plan the order of their work, choosing appropriate materials, tools &amp; techniques            *Follow a simple recipe independently and carry out modifications to recipes.            *Follow hygiene &amp; safety procedures &amp; wash/ dry up independently            *Measure independently &amp; accurately.            * Cut higher resistant food with a vegetable knife using a claw grip/bridge hold            *Knead &amp; shape, cut out dough equally and accurately            * Rub fat into flour, roll out dough to a specific thickness            *Fold ingredients together &amp; use a sieve with precision            *Confidently crack an egg &amp; separate egg with help            *With supervision, whisk using an electric hand mixer            *With supervision, use whisk, a food processor etc.            *Gauge the quantities spooned to ensure equal amounts of ingredients containers            *Spread food evenly with a coating, paste or glaze            *With supervision, be able to use a spoon, ladle or jug to serve hot liquids (eg soup)            *Cut food into equal &amp; appropriate portions for the</p>	<p>*Communicate their ideas through detailed labelled drawings            *Develop a design specification            *Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways            *Plan the order of their work, choosing appropriate materials, tools and techniques            *Select appropriate tools, materials, components and techniques            *Assemble components make working models            * Use tools safely and accurately            *Construct products using permanent joining techniques            *Make modifications as they go along            *Achieve a quality product            *Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests            *Record their evaluations using drawings with labels            *Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>*Use research to find out about available products &amp; communicate ideas through detailed labelled drawings            *Plan the order of their work, choosing appropriate materials, tools &amp; techniques            *Follow a simple recipe independently and carry out modifications to recipes.            *Follow hygiene &amp; safety procedures &amp; wash/ dry up independently            *Measure independently &amp; accurately.            * Cut higher resistant food with a vegetable knife using a claw grip/bridge hold            *Knead &amp; shape, cut out dough equally and accurately            * Rub fat into flour, roll out dough to a specific thickness            *Fold ingredients &amp; use a sieve with precision            *Confidently crack an egg &amp; separate egg with help            *With supervision, whisk using an electric hand mixer            *With supervision, use whisk, a food processor etc.            *Gauge the quantities spooned to ensure equal amounts of ingredients containers            *Spread food evenly with a coating, paste or glaze            *With supervision, be able to use a spoon, ladle or jug</p>		<p>*Use research to find out about available products &amp; develop design criteria &amp; communicate ideas through detailed labelled drawings            *Plan the order of their work, choosing appropriate materials, tools &amp; techniques            *Follow a simple recipe independently and carry out modifications to recipes.            *Follow hygiene &amp; safety procedures &amp; wash/ dry up independently            *Measure independently &amp; accurately.            *Peel using swivel peeler to create food ribbons with supervision            * Cut higher resistant food with a vegetable knife using a claw grip/bridge hold            *Thread higher resistant food onto kebab sticks eg. pepper            *Knead &amp; shape, cut out dough equally and accurately            * Rub fat into flour, roll out dough to a specific thickness            *Fold ingredients together carefully &amp; use a sieve with precision            *Confidently crack an egg &amp; separate egg with help            *With supervision, whisk using an electric hand mixer            *With supervision, use whisk, a food processor etc.            *Gauge the quantities spooned to ensure equal amounts of ingredients containers</p>



		number being served and garnish *Make modifications during process *Achieve a quality product *Evaluate their products, identifying strengths & areas for development & against original criteria & suggest improvements		to serve hot liquids (eg soup) *Cut food into equal & appropriate portions for the number being served & garnish *Make modifications during process *Achieve a quality product *Evaluate their products, identifying strengths & areas for development & against original criteria & suggest improvements		*Spread food evenly with a coating, paste or glaze *With supervision, be able to use a spoon, ladle or jug to serve hot liquids (eg soup) *Cut food into equal & appropriate portions for the number being served & garnish *Plan & serve simple balanced cooked meal *Achieve a quality product *Evaluate their products, identifying strengths & areas for development & against original criteria & suggest improvements
Vocabulary	Stitch Vocabulary, blanket, cross stitch, embroidery, pattern, tacking, safety pins, sewing machine, thread,	Vocabulary linked with 15 <sup>th</sup> Century Britain, /South America	Circuits- parallel, fuse, electrical Symbols, modifications, input/output, conductor, insulator	Vocabulary linked with religious celebrations, ingredients, grown, cultural, traditional		ingredients, grown, cultural, traditional, affordable, social influences, vegetarian, vegan

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	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists? Codes for living good & bad characters e.g. scar lion king.	U2.3 What do religions say to us when life gets hard?
Knowledge	Art work –calligraphy and 99 names of Allah. Muslim poetry and charity. Bible quotes and art work to match Amazing sacred places e.g. Christchurch new Zealand cathedral built to replace one in earth quake. Designing own sacred places. Visit to Sikh temple	<u>3 religions</u> – Hindu –ahimsa, reincarnation & Karma. Gandhi and ahimsa –believing in a harmless existence. Christianity –grace, unconditional love and forgiveness. Muslim – worldwide Ummah community – equal in eyes of God.	Comparing Humanist and Christian naming ceremonies and weddings. Make up your own vows. Values game –what matters most to me matters and least to me. Charity talk. Peace lovers and peacemakers. Ten commandments.	Big questions about life, death and suffering. Is death the end or is there an afterlife? <u>Christian</u> –judgement, heaven and salvation. <u>Hindus</u> –karma, soul, reincarnation. Humanism - Nonreligious views of life after death. Look at lots of prayers said about death – what questions do they evoke? (Unit to pre-empt 2.3 – comparison of religions studied so far).
Skills	<u>Consider, discuss and weigh up</u> different views about why mosques, churches are important & why religious art is important. <u>Suggest reasons, quoting religious sources, why</u> Muslims consider charity and generosity important.	<u>Make connections</u> between beliefs and behaviour in different religions. <u>Describe the impact</u> of some of Gandhi’s principles.	<u>Describe</u> what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. <u>Describe</u> some Christian and Humanist values simply. <u>Express their own ideas</u> about some big moral concepts e.g. honesty and fairness. <u>Suggest reasons</u> why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	<u>Make judgements</u> - Describe the impact that the belief that we have a soul might have on the way someone might live their life. <u>Describe ideas</u> about life after death from different religions e.g. reincarnation, Heaven, Hell etc. <u>Make comparisons</u> – find similarities and differences between different religions about what happens after death.

	<p><b>Notice, list and explain</b> similarities and differences between different sacred buildings.</p> <p><b>Apply ideas about worship</b> and belief for themselves in a creative activity.</p>	<p><b>Explain the connection</b> between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.</p> <p><b>Outline the challenges</b> of being a Hindu, Christian or Muslim in Britain today.</p> <p><b>To debate and give reasons</b> for decisions about a religious issue.</p>		
Vocabulary	Allah, calligraphy, Sikh,	Hindu, Ahimsa, reincarnation, karma, Gandhi, Ummah	Humanist, commandments	Afterlife, salvation, karma, reincarnation, heaven,

Computing						
Knowledge	<p><b>Coding - 6 weeks (2Code)</b></p> <p>To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program.</p>	<p><b>Online Safety - 3 weeks</b></p> <p>To have a clear idea of appropriate online behaviour.</p> <p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b></p> <p>To use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p>Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p>	<p><b>Spreadsheets (cont) - 2 weeks (2Calculate)</b></p> <p>(see previous column)</p> <p><b>Networks - 3 weeks</b></p> <p>To learn about what the Internet consists of.</p> <p>To find out what a LAN and a WAN are.</p> <p>To think about what the future might hold.</p>	<p><b>Text Adventures - 5 weeks (2Code, 2 Connect)</b></p> <p>To find out what a text adventure is to be able to create one.</p>	<p><b>Blogging - 5 weeks (2Blog)</b></p> <p>To identify the purpose of writing a blog and its key features.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand the importance of regularly updating the content of a blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p>	<p><b>Quizzing - 6 weeks (2Quiz, 2 DIY, Text toolkit, 2Investigate)</b></p> <p>To learn how to use the question types within 2Quiz.</p> <p>To explore the grammar quizzes.</p>

		Using a spreadsheet to create computational models and answer questions.				
Skills	<p><b>Coding - 6 weeks (2Code)</b> To code, test and debug from these designs.</p> <p>To use functions and tabs in 2Code to improve the quality of the code.</p> <p>To code user interactivity using input functions.</p>	<p><b>Online Safety - 3 weeks</b> Identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>Identify secure sites by looking for privacy seals of approval.</p> <p>Identify the benefits and risks of giving personal information. To review the meaning of a digital footprint.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> To create graphs showing the data collected.</p> <p>To type in a formula for a cell to automatically make a calculation in that cell.</p>	<p><b>Spreadsheets (cont) - 2 weeks (2Calculate)</b> (see previous column)</p> <p><b>Networks - 3 weeks</b> To find out how the Internet is accessed in school.</p> <p>To research and find out about the age of the Internet.</p>	<p><b>Text Adventures - 5 weeks (2Code, 2 Connect)</b> To plan a story adventure.</p> <p>To make a story-based adventure.</p> <p>To introduce map-based text adventures.</p> <p>To code a map-based text adventure.</p>	<p><b>Blogging - 5 weeks (2Blog)</b> To plan the theme and content for a blog and write the content.</p>	<p><b>Quizzing - 6 weeks (2Quiz, 2 DIY, Text toolkit, 2Investigate)</b> To create a picture-based quiz for young children.</p> <p>To make a quiz that requires the player to search a database.</p>

<b>Vocabulary</b>	Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Event, Function, Get input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Simulation, Tabs, Timer, Variable	Digital Footprint, Password, PEGI rating, Phishing, Screen time, Spoof website  Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Count (how many) tool, Dice, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer	Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Count (how many) tool, Dice, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer  Internet, World Wide Web, Network, Local area network (LAN), Wide area network (WAN), Router, Network cables, Wireless	Text-based adventure, Concept map, Debug, Sprite, Function	Audience, Blog, Blog page, Blog post, Collaborative, Icon	Audience, Collaboration, Concept map, Database, Quiz
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Music						
Knowledge	Active Music – Rhythm and Pulse Unit	Active Music – Pitch Unit	Active Music – Instrumental Unit	Active Music – Singing Games unit		Singing
<b>Skills</b>	<ul style="list-style-type: none"> <li>To keep to a steady pulse while playing chanting games.</li> <li>To pass a tap steadily around the circle while singing and to show awareness of RESTS.</li> <li>To create clapping routines to a steady pulse, being inventive with rhythm patterns and actions.</li> <li>To learn dance movements and actions to songs.</li> <li>To sing with clear diction and in 2 parts.</li> <li>To read rhythm notations containing Ta-a, Ta, Te-te and rest ( I B A G).</li> <li>To invent actions to go with each symbol.</li> <li>To develop musical memory by internalising and recalling a 16-beat rhythm pattern. To improvise as part of a class piece.</li> <li>To compose rhythm rounds in groups, using voices, body percussion and instruments.</li> <li>To maintain their own part with an awareness of how the other parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different ways the voice can be used.</li> <li>To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b> and to improvise patterns.</li> <li>To sing from notated rhythm and pitch patterns using Bb A G and <b>Do, Mi, So La</b> and to play So Mi Do melodies on chime bars.</li> <li>To sing from notated rhythm and pitch patterns using B A G and <b>Do, Re, Mi, So</b> and <b>La</b> (full pentatonic scale)</li> <li>To play melodies on tuned instruments and to create accompaniments to a song.</li> <li>To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</li> <li>To read rhythm and pitch notation and play pentatonic melodies with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To play repeated rhythm patterns on un-tuned percussion.</li> <li>To accompany chanting with instrumental patterns.</li> <li>To count internally and play in unison with control and accuracy.</li> <li>To improvise 4-beat rhythm patterns in both class and group performances.</li> <li>To use ostinatos to create melodic layers.</li> <li>To internalise the rhythm and melody of a song.</li> <li>To play tuned and un-tuned instruments with control and accuracy.</li> <li>To read/ improvise 8-beat patterns as part of a group performance.</li> <li>To also play rhythm patterns in unison with control and accuracy.</li> <li>To learn the new rhythm value Ta-a or I and to learn how to notate and recognise syncopated rhythms.</li> <li>To compose rhythm patterns in groups and play un-tuned instruments from their own notation.</li> </ul>	<ul style="list-style-type: none"> <li>To learn playground games.</li> <li>To pass a steady pulse around the circle and to respond to RESTS in a song by pausing.</li> <li>To internalise the song and play rhythmic phrases with control and accuracy in 2 parts.</li> <li>To internalise and play rhythmic phrases accurately on un-tuned percussion.</li> <li>To perform and appraise.</li> <li>To learn dance movements and actions to accompany a song. To sing in a round.</li> <li>To sing and play 2 singing games simultaneously, maintaining their own part with an awareness of how the other song fits in.</li> <li>To learn movements and actions for new singing</li> </ul>	<b>SATS TERM</b>	Y6 Performance Singing practise lessons

	<ul style="list-style-type: none"> <li>To compose rhythm/action sequences in groups, building and reducing layers.</li> <li>To play instruments to accompany the movements.</li> <li>To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To practise and perform as a class and individually.</li> <li>To compose own rhythm and pitch notations for the class to perform.</li> </ul>	<ul style="list-style-type: none"> <li>To build and reduce multiple layers of sound.</li> <li>To perform and appraise.</li> </ul>	<p>games. To sing with clear diction.</p> <ul style="list-style-type: none"> <li>To memorise cue word actions and move accurately to musical phrases.</li> <li>To improvise movements to a steady pulse.</li> </ul>		
<b>Vocabulary</b>	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation, percussion	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation	Pulse, rhythm, unison tuned/untuned, notation, ostinatos, texture, melody, syncopation, improvisation	Rhythm, pulse, melody, cue words, improvise, canon		

PSHE						
<b>Knowledge</b>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I know what some people in my class like or admire about me and can accept their praise</p> <p>I can identify problems in the world that concern me and talk to other people about them</p>	<p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the</p>	<p>I can identify the most significant people to be in my life so far</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>can identify what I am looking forward to and what worries me about the</p>

		people to help make the world a better place		triggers that cause this and I understand how stress can cause alcohol misuse		transition to secondary school
<b>Skills</b>	<p>I feel welcome and valued and know how to make others feel the same</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from rules and how I can help others to follow it by modelling it myself</p>	<p>I can empathise with people who are living with disabilities</p> <p>I am aware of my attitude towards people with disabilities</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>	<p>I understand why it is important to stretch the boundaries of my current learning</p> <p>I can set success criteria so that I will know whether I have reached my goal</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can identify why I am motivated to do this</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>	<p>I am motivated to give my body the best combination of food for my physical and emotional health</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>I can use different strategies to manage stress and pressure</p>	<p>I understand how it feels to have people in my life that are special to me</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can take responsibility for my own safety and well-being</p> <p>I can take responsibility for my own safety and well-being</p>	<p>I know how to develop my own self esteem</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p> <p>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> <p>I know how to prepare myself emotionally for starting secondary</p>
Key Vocabulary	Democracy, locally, globally, community	Empathy, disability, attitude	Motivation, boundaries, attitude, contribution, achievements	Misuse, emergency, stress, pressure, strategies	Responsibility, control, loss, grief	Puberty, conception, pregnancy, transition, changes, independence
<b>MENTAL HEALTH:</b> (Lesson to be taught at end of each unit)	<b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b>	<b>Mental Health unit Lesson 1: Mental health and keeping well</b>	<b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b>	<b>Mental Health unit Lesson 2: Managing challenges and change</b>	<b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b>	<b>Mental Health unit Lesson 3: Feelings and common anxieties when transitioning to a new year/school</b>



## Curriculum Enhancements

Year: 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry entry point</b>	Aztec Art – Headdress making + parade	Tudor Day – dress up and workshops	WW2 Introduction Day – identity cards, Blitz skyline silhouette art		Road trip starts in Canada! Canadian pen-pal - video link – scenery, wildlife, landmarks	
<b>Enquiry Exit point</b>	Aztec/Tudor Museum – inviting parents in after school		VE Day Celebrations – party, dancing, flag-making (red, white and blue dress)		DT Project – Endangered North American Animal shelter building	
<b>Trips, visitors and workshops</b>		<ul style="list-style-type: none"> <li>Tudor Day – dress up and workshops</li> <li>Anne Boleyn visit</li> </ul>	<ul style="list-style-type: none"> <li>WW2 Visitor</li> </ul>	<ul style="list-style-type: none"> <li>London Trip (Natural History Museum + Wicked)</li> </ul>	<ul style="list-style-type: none"> <li>Fish and Chips in the park (SATS celebration)</li> </ul>	<ul style="list-style-type: none"> <li>Pencelli Residential</li> </ul>
<b>Curriculum Enhancements (Termly)</b>	<ul style="list-style-type: none"> <li>Fundraising Colour Run</li> <li>Contacting authors for potential visit/workshop</li> <li>Bikeability</li> <li>No Pens Day</li> <li>Times Table Rock Festival</li> <li>Black History Day</li> <li>FORO Disco</li> <li>Harvest Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Firework Night – fundraising</li> <li>Enterprise Week</li> <li>Parent Book Look</li> <li>Golden Mile</li> <li>Poetry</li> <li>Anti-Bullying Week</li> <li>PJ and Popcorn Night</li> <li>Family Learning Event</li> <li>Christmas Fayre</li> <li>Staff Pantomime</li> <li>Christmas Dinner and Jumper Day</li> <li>Class Christmas Parties</li> </ul>	<ul style="list-style-type: none"> <li>PJ and Popcorn night</li> <li>No Pens Day</li> <li>Relative Reading</li> <li>Sponge Throwing fundraiser</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Whole school Science day</li> <li>Parent Book Look</li> <li>Family Learning event</li> <li>Golden Mile</li> <li>Poetry day</li> </ul>	<ul style="list-style-type: none"> <li>Relative Reading</li> <li>Junior Good Citizen</li> <li>Science Fayre</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Summer Fayre</li> <li>International Day</li> <li>Poetry day</li> <li>Y6 Residential</li> <li>Disco</li> <li>Golden Mile</li> <li>Y6 End-of-Year performance</li> <li>FORO Leavers Party</li> <li>Transition Days at secondary schools</li> </ul>
<b>Curriculum Enhancements (Ongoing)</b>	<ul style="list-style-type: none"> <li>Fundraising for London Trip</li> <li>Spanish lessons with staff from Abbey Park</li> <li>Science Experiment lessons at Abbey Park</li> <li>Pupil responsibilities (House captains, Recycling monitors, Maths mentors, Helping Hands, Charity Club, Cyber Mentors, Travel Ambassadors etc.)</li> <li>Therapy dog</li> <li>More-able Maths mentors</li> <li>Peer massage</li> <li>Gardening (class planter)</li> <li>Class Dojo</li> </ul>					

Year 6						
PE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	<b>Dance</b> The Haka	<b>Gymnastics</b> Counter-Balance & Counter Tension	<b>Gymnastics</b> Partner Work – Group Sequencing	<b>Dance</b> World War 2	<b>Athletics</b>	<b>Gymnastics</b> Flight
Knowledge :	To perform, review and improve a finished Haka themed performance piece To improve performance of oneself and others based on feedback	Work in groups to perform asymmetrical counter balances in a sequence using cannon or unison	Mirror asymmetrical body shapes within a group.	To perform, review and improve a finished 48-64 count motif based on World War 2 To improve performance of oneself and others based on feedback	Develop fluency and efficiency in running for speed as a team. How to apply relay changeover skills and appropriate starts and changeover techniques for different events.	Link skills performing actions and sequences of movements at different levels including: flight and travelling close to the ground
Skills:	Learn actions and words for the <b>'Ka Mate Haka Ka Mate Haka'</b> To share knowledge of the Haka Focus on good timing and performing a motif in unison To turn 3-4 actions into a travelling section Include use of level changes, pathway and different directions Develop 22-second paired section using picture as stimulus	Hold controlled balances on a variety of points and patches on a given number of body parts Hold a range of symmetrical and asymmetrical balances/counter balances with at different levels with weight on a variety of points and patches Understand push and pull forces to perform various counter balances and link in a sequence	In small groups of 4 create a sequence of roles in unison. Perform a sequence where starting points are clearly defined. Evaluate the work of others. Create a sequence involving different formations and pathways working at different levels with differing dynamics. Sequences with pathways which cross. Mirror asymmetrical	Create imaginative actions based on words in theme related mind-map Develop a 32-count individual challenging section To turn 3-4 actions into a travelling section Include use of level changes, pathway and different directions Use mirror image, changing of levels and direction Work in small groups to start to develop a 32 or	How to sustain pace over longer distances. How to change pace and run at different tempos. Develop a pull-throw technique Develop accuracy and consistency with overarm throw Control power and accuracy of overarm throw Throw with greater force and for longer distances Consider different throwing implements	Take off from one foot and two Gaining elevation from powerful run and dynamic take-off Take off from one foot and two and create shapes whilst in-flight Land with soft knees and strong symmetrical position Use apparatus to mount and dismount in imaginative and controlled ways Link jumps gracefully to keep transitions smooth

	Use mirror image, changing of levels and direction To work in small groups and start to develop a 20-second small group section using chance choreography Involving dynamics, cannon, unison, direction and levels	Work with a partner to perform symmetrical counter tension balances on a variety of body parts Perform a sequence in cannon at different levels, linking asymmetrical counter balances with transitional moves		64 count group section using chance choreography Use chance choreography creatively Use of cannon, unison, mirror image and changes in formation, level and direction Provide effective feedback to partners and groups	and use a best technique Organise small groups and assign different roles Ability to explain why strength and power can help performance in other activities Perform correct triple jump technique Increase number of techniques used in jumping Running for speed Understand why we use different warmups	and explore different pathways within flight sequences
Vocabulary :	Haka Dynamics Unison Direction Levels Mirror image Pathway	Transitional moves Counter balances Symmetrical Asymmetrical Cannon Tension balances Levels Push and pull Control	Pathways Mirror Sequences Unison	Cannon Unison Mirror Direction Formation Chance Choreography Pathways World War 2 Creative	Changeover techniques Relay Baton Warmups Triple jump Control Accuracy Efficiency Tempo Change/sustain pace Overarm Pull-throw	Close to ground Sequences In-flight Gracefully Pathways Soft knees Transitions Elevation Dynamic take-off Powerful runs
Units:	<b>Tag Rugby</b>	<b>Dodgeball</b>	<b>Basketball</b>	<b>Badminton</b>	<b>Tennis</b>	<b>Rounders</b>
Knowledge :	Develop game understanding and	Demonstrate understanding of rules and accepting decisions	Compete in a competitive game of	Compete in an intra-school Badminton	Using tactics against opponents Play in a match situation	Compete in a competitive full game of Rounders taking on

	compete within Tag Rugby.		Basketball applying skills effectively	tournament applying skills effectively Keep score and officiate games		different roles and show a variation of tactics
Skills:	<p>Send and receive a ball under pressure</p> <p>Attacking and defending skills</p> <p>Passing a rugby ball backwards accurately, correctly and dummy passes</p> <p>Pass and create an overlap</p> <p>Pass missing out players in a line</p> <p>Communicate effectively during games</p> <p>Tactical awareness</p> <p>Attacking and defending</p>	<p>Develop effective throwing technique</p> <p>Develop effective dodging technique</p> <p>Develop catching skills</p> <p>Officiating a game</p> <p>Communication and working as part of a team</p>	<p>Demonstrate triple threat position</p> <p>Demonstrate basic ball-handling skills</p> <p>Manoeuvre ball effectively</p> <p>Pass ball correctly</p> <p>Use pivots and correct footwork to catch and protect basketball and create passing angles</p> <p>Understand zonal and man-marking</p> <p>Find space to take a shot</p> <p>Use screens to help open up space for teammates</p> <p>Demonstrate dribbling techniques</p> <p>Maintain possession of ball when faced with defender</p> <p>Understanding defensive positioning</p> <p>Develop passing techniques</p> <p>Develop shooting techniques</p> <p>Be able to compete</p>	<p>Assume correct ready-position</p> <p>Thrown the shuttle with accuracy and control</p> <p>Perform forehand and backhand serve</p> <p>Understand benefits of different serves</p> <p>Move quickly to be in position to hit the shuttle</p> <p>Consistently return the shuttle</p> <p>Show variation of soft and hard hitting shots</p> <p>Select when to use different shots</p> <p>Demonstrate a split-step and understand its use</p> <p>Performing different shots effectively and accurately</p>	<p>Ready positions</p> <p>Judging bounce of ball</p> <p>Hit consistently forehand/backhand</p> <p>Control where the ball is hit</p> <p>Understand differences between shots</p> <p>Get into good positions to hit backhand shots consistently</p> <p>How to hit forehand and backhand shots differently</p> <p>Volley a ball front/back</p> <p>Striking ball downwards</p> <p>Move to correct positions to play a variety of shots</p> <p>Reflect and recognise success in others</p> <p>Link good footwork and position with a range of shots to play competitive rallies</p> <p>Improve tactical awareness through reflection</p>	<p>Send and receive tennis ball using correct throwing and catching techniques</p> <p>Develop bowling, batting and ground fielding skills</p> <p>Vary tactics in small group situations</p>

<b>Vocabulary</b> :	<b>Passing</b> Dummy passing Overlap Attack/defend Under pressure Send and receive Tactics Communication	<b>Throwing</b> Catching Dodging Officiating Technique Communication Teamwork	<b>Compete</b> Shoot Pass Defence Possession Precision Dribble Ball-handling Triple threat Screens Open space Man-marking Zonal marking Footwork Pivots Passing angles Manoeuvre Technique	<b>Shot</b> Selection of shots Variation Consistency Return Forehand Backhand Shuttle Split-step Accuracy Control Ready-position	<b>Volley</b> Ready positions Forehand/backhand Bounce of ball Variety Competitive Tactics Rallies Evaluation/reflection	<b>Tactics</b> High catching Leadership Decision making Bowling Batting Ground-fielding Catching Technique
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