



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Britain since 1930	Environment	Magical and Mystical	Changes	Explorers
English	<p>Goodnight Mr Tom</p> <p>Poetry Diary Letter (Extended / Chapter piece) Narrative Autobiography</p> <p>SPAG Types of nouns Subjunctive mode Sentence typos and question tags</p> <p>Spelling Suffixes I before e rule</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p>The Boy in the Striped Pyjamas</p> <p>Polar Express</p> <p>Popular text Description Report writing Narrative</p> <p>Study of an important figure: Anne Frank Biography</p> <p>SPAG Phrases and clauses Subordinate clauses Active and passive voices</p> <p>Spelling Homophones Near homophones Etymology and word families</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p>The Hunger Games</p> <p>Narrative text Description Newspaper Report Letter Conversation</p> <p>SPAG Ellipsis Subject and verb agreement Subject, object, verb and article Double negatives</p> <p>Spelling Using a thesaurus Synonyms Antonyms Word lists 3 and 4, 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p>The Philosopher’s Stone</p> <p>Poetry Extended narrative Diary Information writing Letters Argument Biography</p> <p>SPAG Adverbials Layout devices Tense choices Conjunctions Hyphen</p> <p>Spelling Proofreading Word lists 3 and 4 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p>Wonder</p> <p>SATS focus – writing – Way Home Preparation for moderation</p> <p>Persuasion Argument Interview Diary</p> <p>SATS focus - reading</p> <p>SPAG REVISION! Speech Colons Semi-colons Bullet points</p> <p>Spelling Irregular word spellings Standard English Vocabulary in context Word lists 3 and 4, 5 and 6</p> <p>Comprehension Rising Stars Cracking Comprehension Past SATs Papers</p>	<p>Shackleton’s Journey (Non-fiction text)</p> <p>Me, My Dad and the end of the rainbow (Pride)</p> <p>Historical non-fiction text</p> <p>Newspaper report Short story Recount Information writing</p> <p>Dangerous Curriculum</p> <ul style="list-style-type: none"> • Water fight - recount • Fire – Poetry • Den building – Adventure story



Mathematics	<p>Number sense Read, write and order numbers up to 10 million. Rounding Converting units of measure, including between miles and kilometres.</p> <p>Additive reasoning Mental calculations. Addition and subtraction methods and problem solving. Use simple formulae. Generate number sequences. Interpret and construct pie charts.</p> <p>Focus on Arithmetic (Daily)</p>	<p>Multiplicative reasoning Formal method of multiplying and dividing. Long division and long multiplication. Factors, multiples and prime numbers. Calculating percentages Solve problems. Calculating the mean</p> <p>Geometric reasoning Draw, name and classify 2D and 3D shapes. Illustrate and name parts of a circle. Angles. Area and perimeter.</p> <p>Focus on Arithmetic (Daily)</p>	<p>Number sense Solve problems involving number, fractions, decimals and percentages.</p> <p>Multiplicative reasoning Ratio and proportion. Unequal sharing. Scaling.</p> <p>Geometric reasoning Describe positions on the full coordinate grid. Draw and translate simple shapes. Reflect shapes in the axes</p> <p>Focus on Arithmetic (Daily)</p>	<p>Additive reasoning Negative numbers. Order of operations. Multi-step problems. Pie charts and line graphs. Generate and describe number sequences.</p> <p>Number Sense Simplify fractions. Ordering fractions. Equivalent fractions. Add, subtract, multiply and divide fractions. Fraction, decimal and percentage equivalents.</p> <p>Focus on Arithmetic (Daily)</p>	<p>SATs Revise all concepts taught.</p> <p>Apply number and calculation knowledge to problems.</p> <p>Enterprise Problem Solving</p> <p>Focus on Arithmetic (Daily)</p>	<p>Number sense Solve problems involving rounding, money, the four operations, fractions, decimals and percentages.</p> <p>Focus on Arithmetic (Daily)</p>



Curriculum Map – Year 6

<p>Science</p>	<p>Animals, including humans.</p> <p>Side effects of drugs Benefits of exercise</p> <p>The Body The heart as a pump Pulse rate Muscles and Skeletons</p> <p><u>Skills</u> Identify scientific evidence that has been used to support or refute ideas and arguments. Describe and evaluate their own and other people's scientific ideas. Group and classify things to find patterns. Find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas to explain, evaluate and communicate methods and findings.</p> <p><u>Vocabulary:</u> Diet, exercise, drugs, lifestyle, nutrients, water, damage, alcohol, substances.</p>	<p>Living things and Habitats</p> <p>Classification Food webs Linnaeus Classification similarities</p> <p><u>Skills</u> Identify scientific evidence that has been used to support or refute ideas and arguments. Describe and evaluate their own and other people's scientific ideas. Group and classify things to find patterns. Find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas to explain, evaluate and communicate methods and findings.</p> <p><u>Vocabulary:</u> Classify, compare, Linnaean, classification, domain, kingdom, phylum, class, order, family, genus, species,</p>	<p>Light and Sight</p> <p>Sources of light Light travels in a straight line How we see reflected light Spectrum</p> <p><u>Skills</u> Identify scientific evidence that has been used to support or refute ideas and arguments. Describe and evaluate their own and other people's scientific ideas. Group and classify things to find patterns. Find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas to explain, evaluate and communicate methods and findings.</p> <p><u>Vocabulary:</u> Light, travels, sight, reflect, reflection, light source, object, shadows, mirrors, periscope, rainbow, filters, spectrum.</p>	<p>Evolution and adaptation</p> <p>Inheritance Advantages and disadvantages Habitats Charles Darwin Mary Anning Alfred Wallace</p> <p><u>Skills</u> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms. Identify scientific evidence that has been used to support or refute ideas and arguments. Describe and evaluate their own and other people's scientific ideas. Group and classify things to find patterns. Find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas to explain, evaluate and communicate methods and findings.</p> <p><u>Vocabulary:</u></p>	<p>Electricity</p> <p>Morse code Circuit drawings Changing circuits Conductors/ Insulators</p> <p><u>Skills</u> Plan different types of scientific enquiries to answer their own or others' questions including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision taking repeat recordings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from</p>
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	<p>Internal organs, heart, circulatory system, blood, blood vessels.</p>	<p>characteristics, vertebrates, invertebrates, microorganisms, organisms, flowering, non-flowering.</p>		<p>Evolution, adaption, inherited traits, adaptive traits, natural selection, inheritance, DNA, genes, variation, parent, offspring, fossil, environment, habitat, fossilisation.</p>		<p>enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms.</p> <p><u>Vocabulary:</u> Voltage, brightness, volume, switches, danger, series circuit, sign, circuit diagram, switch, bulb, buzzer, motor, recognised, symbols.</p>
<p>History</p>	<p>WW2 Key dates Why we went to war Blitz Air-raid shelters Eye-witness accounts Evacuation Rationing Government propaganda Effect of war on daily life Who were our troops?</p> <p>How did WW2 impact our local area? -It's war! -Was evacuation good for everyone? -Were people better fed during the war?</p>	<p>Britain since 1930 Impact of technology and transport Record dates in chronological order Debate – pro/anti war Fashion Music</p> <p>How has communication changed over time? -What can we learn about the Stone Age from cave paintings? -Who could afford a book like this? -William Caxton: the greatest inventor ever? -Who could read the newspaper?</p>		<p>The Maya -What can we learn about the Ancient Maya from the lives of the Maya today? -Why did the Maya have so many gods? -Can you count in 20's? -Cities and pyramids -How well were the Mayans adapted to their environment? -To carry out own research project about the Mayans</p> <p>Why should we remember the Maya? -What can we learn about the ancient Maya from the lives of the Maya today?</p>		<p>Arctic and Antarctic Explorers Ernest Shackleton Christopher Columbus Matthew Henson George Gibbs Sir Walter Raleigh Amundsen</p> <p><u>Skills</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand that our knowledge of the past is constructed from a variety of sources.</p>



Curriculum Map – Year 6

	<p>-How dangerous was it where you lived during WW2? -How did the war affect work and play?</p> <p><u>Skills</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand that our knowledge of the past is constructed from a variety of sources. Use a variety of sources confidently for research.</p> <p><u>Vocabulary:</u> Sources of information Monument Commemorate Advocate Economic Remembrance Military Evacuation Rationing</p>	<p>-What has changed our life the most in the 21st century?</p> <p><u>Skills</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand that our knowledge of the past is constructed from a variety of sources. Use a variety of sources confidently for research. Describe a chronologically secure knowledge and understanding of history. Note connections, contrasts and trends over time using historical language</p> <p><u>Vocabulary:</u> Inventions/inventor Contrast</p>		<p>-Why did the Maya have so many Gods? -Can you count in 20s? -Cities and pyramids. -How well adapted to their environment were the Maya?</p> <p><u>Skills</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand that our knowledge of the past is constructed from a variety of sources. Use a variety of sources confidently for research.</p> <p><u>Vocabulary:</u> Ideologies (political, religious and cultural) Cultural context Birthright Significance Interpretation Contradict</p>		<p>Use a variety of sources confidently for research. Note connections, contrasts and trends over time using historical language</p>
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Curriculum Map – Year 6

	<p>Government Propaganda Impact Effect Democracy</p>	<p>Similarities and differences Significance Trends Communication Chronology beyond 1066</p>				
<p>Geography</p>		<p>Where does all of our stuff come from? - Where do my school uniform and lunch come from? -Where does my fruit salad come from? -How do my clothes get to my wardrobe? -How has the import of products affected local industries? -Local produce or imported produce?</p> <p><u>Skills</u> Use maps, atlases, globes and digital mapping to locate countries and describe the features studied. Understand and use a widening range of geographical terms. Locate the world's countries and major cities using maps-</p>	<p>Are we damaging our world? -Setting the scene -Are we damaging our world? -What are minerals and do we have an endless supply? -Where does our energy come from? -Why should we protect our oceans? -How can we protect our planet in school? -Plan a campaign!</p> <p><u>Skills</u> Use maps, atlases, globes and digital mapping to locate countries and describe the features studied. Use 8 points of compass, 6 figure grid references, symbols and key (OS). Use fieldwork to observe, measure, record and present the human and physical</p>			<p>How will our world look in the future? -What do we want to preserve about our region? -Past, present and future : housing -Past, present and future: work and jobs -Past, present and future: public services and amenities -Past, present and future: community spirit -Our future</p> <p><u>Skills</u> Understand and use a widening range of geographical terms. Locate the world's countries and major cities using maps- focus on Europe and N and S America. Name and locate counties and cities in UK.</p>



		<p>focus on Europe and N and S America. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography. Understand similarities and differences of a region of UK a region in Europe and a region in N or S America.</p> <p><u>Vocabulary:</u> Trade links- Land use Sustainability Industry Economic Activity Biomes Distribution of natural resources Vegetation belts</p>	<p>features in the local area using a range of methods. Understand and use a widening range of geographical terms. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography. Understand similarities and differences of a region of UK a region in Europe and a region in N or S America.</p> <p><u>Vocabulary:</u> Natural resources Climate zones Biomes Equator Northern/Southern Hemisphere Urban Rural Minerals Energy</p>			<p>Identify human and physical features and land use patterns and how these change over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic and time zones. Describe and understand key aspects of human geography. Understand similarities and differences of a region of UK a region in Europe and a region in N or S America.</p> <p><u>Vocabulary:</u> Types of settlement Land use Urban Rural Distribution of natural resources Industry- primary, secondary, tertiary, quartnerary</p>
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Curriculum Map – Year 6

Art/DT	ART - Cityscapes (London Skyline)	DT – Fashion and Textiles	ART - Monet and the Impressionists	ART - Screen Printing	DT – Bread	ART - Wassily Kandinsky
	<p>Pop art techniques</p> <p>To understand how to use a palette knife and paint to create textured cityscapes</p> <p>To replicate cityscape photos using different mediums</p> <p>To create reflections in water</p> <p>To explore how to add detail into cityscape ink drawings</p> <p>To create a cityscape using a medium of choice</p> <p><u>Skills</u> Select ideas based on first hand observations, experience and imagination and develop through open ended research. Refine use of learnt techniques. Adapt final work following feedback. Explain and justify preference.</p>	<p>To investigate and analyse items made using textiles</p> <p>To explore some ways in which textiles are joined and decorated</p> <p>To design an item made using textiles and draw pattern pieces</p> <p>To use pattern pieces to measure, mark and cut fabric</p> <p>To join fabric pieces by hand sewing</p> <p>To sew hems on an item made using textiles and to add on design details</p> <p><u>Skills</u> Use research into famous designers to inform the design of a product. Generate, develop, model and communicate ideas through discussions, annotated sketches, cross-sectional and</p>	<p>To explore what impressionism is and when it began</p> <p>To explore some of Monet’s landscape paintings</p> <p>To explore Monet’s haystack series of paintings</p> <p>To explore Monet’s paintings of cities</p> <p>To explore the artwork Monet produces in his later years at his garden in Giverny</p> <p>To review the life and work of Claude Monet</p> <p>Make garages – mechanism</p> <p><u>Skills</u> Select ideas based on first hand observations, experience and imagination and develop through open ended research. Refine use of learnt techniques.</p>	<p>To explore which artists have used screen printing.</p> <p>To learn the art of calligraphy.</p> <p>Creating a background for my work.</p> <p>To produce a stencil. Using the technique of screen printing to produce a piece of artwork.</p> <p>To learn how to display work and evaluate it.</p> <p><u>Skills</u> Select ideas based on first hand observations, experience and imagination and develop through open ended research. Refine use of learnt techniques. Adapt final work following feedback. Describe the work of various artists using appropriate vocabulary and referring to historical and cultural contexts.</p>	<p>To investigate and evaluate bread products according to their characteristics</p> <p>To learn how bread products are an important part of a balanced diet and can be eaten in different ways</p> <p>To find out which ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects</p> <p>To be able to design a new bread product for a particular person or event</p> <p>To be able to make bread based on a plan and design</p> <p>To be able to evaluate a finished product</p> <p><u>Skills</u> Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices.</p>	<p>To learn about the life and work of Kandinsky</p> <p>To develop ideas for an abstract work of art inspired by Kandinsky</p> <p>To create an abstract work of art inspired by Kandinsky</p> <p><u>Skills</u> Select ideas based on first hand observations, experience and imagination and develop through open ended research. Refine use of learnt techniques. Adapt final work following feedback. Describe the work of various artists using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preference. Begin to develop an awareness of composition, scale and proportion.</p>



	<p>Begin to develop an awareness of composition, scale and proportion. Use simple perspective in work using focal point and horizon.</p> <p><u>Vocabulary:</u> Pop art, technique, palette knife, effect, textures, cityscape, replicate, photographs, mediums, reflections, details, ink.</p>	<p>exploded diagrams, prototypes and pattern pieces. Apply knowledge of materials and techniques to refine and rework product to improve its functional and aesthetic properties. Use technical knowledge to problem solve during the making process. Use knowledge of existing designs to further explain the effectiveness of existing and own products. Use a wide range of methods to strengthen, stiffen and reinforce.</p> <p><u>Vocabulary</u> Plan Design Explain Discuss Annotate Generate Model Sew Materials Techniques Fashion Patterns Joins Textiles</p>	<p>Adapt final work following feedback. Describe the work of various artists using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preference. Begin to develop an awareness of composition, scale and proportion. Use simple perspective in work using focal point and horizon. Use techniques, colours, tones and effects in an appropriate way to represent things seen. Produce intricate patterns and textures.</p> <p><u>Vocabulary</u> Impresionsism, landscape, series, Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination</p>	<p>Explain and justify preference. Use techniques, colours, tones and effects in an appropriate way to represent things seen. Use different techniques, colour and texture when designing and making. Create intricate printing patterns.</p> <p><u>Vocabulary</u> Experiment, printing, media, understand, techniques</p>	<p>Research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and technical skills.</p> <p><u>Vocabulary</u> Make Plan Design Prepare Taste Smell Texture Research Healthy Safely Product Diet Evaluate</p>	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen. Use different techniques, colour and texture when designing and making.</p> <p><u>Vocabulary</u> Abstract Techniques Observations Cultural Imagination Realism Expressionism Texture colourful</p>
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		Evaluate	<p>DT- Fairgrounds To look at a range of products that use rotating parts. To investigate ways of using electrical motors creating rotating parts. To make a framework of a fairground ride. To follow a design. To evaluate a finished product.</p> <p><u>Vocabulary</u> Sketch Move Rotate Circuit Design Ride fairground Investigate Slow Motor Wires Switches Cotton reels Plan Make Evaluate</p>			
Music	Harvest Assembly Music Express Journeys- The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and	Singing for Christmas – sacred carols and secular	<p>Music Express Roots- A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and</p>	Music Express Growth- ‘The Street’ is the setting for this unit of buskers and flash mobs. The children explore Ravel’s Bolero through rhythmical mime, learn songs with instrumental		Year 5/6 Production

	<p>transition, and binds them in an optimistic and uplifting song cycle performance.</p> <p><u>Music Technology</u></p>		<p>percussion rhythms, and the infamous spider-man Anansi, who saves the day.</p>	<p>accompaniments, and create a dance to build into a thrilling street performance.</p>		
	<p><u>Skills</u> Sing as part of an ensemble with full confidence and precision. Play and perform with increasing accuracy, control, fluency and expression. Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Vocabulary</u> Ensemble/Solo High quality live music</p>	<p><u>Skills</u> Sing as part of an ensemble with full confidence and precision. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p><u>Vocabulary:</u> Ensemble/Solo Recognise music heard Aural memory Attention to detail</p>	<p><u>Skills</u> Sing as part of an ensemble with full confidence and precision. Play and perform with increasing accuracy, control, fluency and expression. Create a simple composition and record using formal notation. Develop a deeper understanding of the history and context of music. Appropriately discuss the dimensions of music and recognise them in the music heard. Listen with attention to detail and recall sounds with increasing aural memory and accuracy. Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers.</p>	<p><u>Skills</u> Play and perform with increasing accuracy, control, fluency and expression. Develop a deeper understanding of the history and context of music. Appropriately discuss the dimensions of music and recognise them in the music heard. Listen with attention to detail and recall sounds with increasing aural memory and accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Vocabulary:</u> Perform with: Accuracy Control Fluency Expression Confidence Precision Context of music</p>		<p><u>Skills</u> Sing as part of an ensemble with full confidence and precision. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p><u>Vocabulary:</u> Ensemble/Solo Recognise music heard Aural memory Attention to detail</p>



	Perform with: Accuracy Control Fluency Expression Confidence Precision Composition Record using formal notation Musicians Formal written notation: Staff Semibreves Dotted crotchets Improve and compose Inter-related dimensions of music.		<u>Vocabulary</u> Ensemble/Solo Perform with: Accuracy Control Fluency Expression Confidence Precision Formal written notation: Staff Semibreves Dotted crotchets Inter-related dimensions of music.	Dimensions of music Different traditions Composers Inter-related dimensions of music.		
Special Events	VE Day Celebration	Local library Enterprise Week - Sept	Yr 6 residential Founders' Day	Visit to Harry Potter World Spring Arts' festival Library	SATs	Theatre trip Transition to secondary school Leavers' Assembly Library Sports Day
Forest School						Dangerous Curriculum <ul style="list-style-type: none"> • Bonfire • Making a catapult • Water fight • Building a den - woods



<p>Computing</p>	<p>E-Safety</p> <p>Creating charts in Excel.</p>	<p>E- safety</p> <p>Communicating and collaborating Computer networks Benefits and drawbacks Collaboration G Suite</p> <p>Use of Word and Publisher.</p> <p><u>Skills</u> Understand how computer networks enable computers to communicate and collaborate. Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information. Use technology respectfully and responsibly. Begin to use internet services to share and transfer data to a third party.</p> <p><u>Vocabulary</u> Communiacte</p>	<p>E-safety – Safer Internet Day</p> <p>We are evaluaters. Import existing media Write down algorithms Program, debug and refine Thoroughly test.</p> <p><u>Skills</u> Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently. Be discerning when evaluating digital content. Use technology respectfully and responsibly. Solve problems by decomposing them into smaller parts. Create programs which use variables. Use variables, sequence, selection and repetition in programs.</p> <p><u>Vocabulary</u> Technolgy Microsoft Search Algorithm Debug</p>	<p>E-Safety</p> <p>Functions within Excel (SUM, etc.)</p>	<p>E-Safety</p>	<p>E – safety</p> <p>We are game makers Become familiar with Scratch Import existing media Write down algorithms Program, debug and refine Thoroughly test.</p> <p><u>Skills</u> Be discerning when evaluating digital content. Design and create a range of programs, systems and content for a given audience. Solve problems by decomposing them into smaller parts. Include use of sequences, selection and repetition with the hardware used to explore real world systems. Create programs which use variables. Use variables, sequence, selection and repetition in programs. Independently select, use and combine a variety of software to design and create content for a given</p>
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Curriculum Map – Year 6

		<p>Network Collaborate Software Google Classroom G Suite Transfer Internet Evaluate E-Safety Social Media Online Global Digitally connected Wireless IP address Data Packets Switch Router DNS Satellite Fibre Optic Cables Web server</p>	<p>Javascript Code Password Sequence Animation VR Goggles.</p>			<p>audience, including collecting, analysing, evaluating and presenting data and information. Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p><u>Vocabulary</u> Algorithm Code Programming Sprite Sequence Variable Function Debug</p>
RE	<p>Stories from the OT & NT - Noah -Creation story -Plagues -Jesus is tempted -Water into wine -Jesus calms the storm -The Parable of the Talents -The Prodigal Son</p>	<p>The Christmas Story</p>	<p>CHRISTIANITY AND OTHER FAITHS: RITES OF PASSAGE (2 TERMS) -Baptising a child -Christian marriage -Christian funeral -How faiths see Heaven - new baby - marriage - death The Easter Story</p>	<p>CHRISTIANITY AND OTHER FAITHS: RITES OF PASSAGE (2 TERMS) -Baptising a child -Christian marriage -Christian funeral -How faiths see Heaven - new baby - marriage - death The Easter Story</p>		<p>Hinduism: Origins and Beliefs -Hindu deities -Goddesses -Creation -Mahatma Gandhi -Brahmin -Brothers and sisters -A Holy Shrine -Divali</p>



	<p>-The 10 Lepers</p> <p><u>Skills</u> <u>AT1</u> Identify distinctive features of the religions studied. <u>AT2</u> Recognise the reasons for different viewpoints on religious and moral issues, including ultimate questions, e.g. why do some people believe in God? Make informed responses to questions that are difficult to answer about meaning, purpose, values and commitments with reference to religious teaching.</p> <p><u>Vocabulary:</u> New Testament Sin Miracles Faith Trustworthy Parable Talents</p>		<p><u>Skills</u> <u>AT1</u> Recognise elements of diversity within one religion. Recognise similar beliefs and values found in a number of religions. Identify distinctive features of the religions studied. <u>AT2</u> Recognise the reasons for different viewpoints on religious and moral issues, including ultimate questions, e.g. why do some people believe in God? Make informed responses to questions that are difficult to answer about meaning, purpose, values and commitments with reference to religious teaching. Make links between events in their own lives and aspects of religious traditions.</p> <p><u>Vocabulary:</u> Commitment God Parents Symbolism Cleansing Font</p>	<p><u>Skills</u> <u>AT1</u> Recognise elements of diversity within one religion. Recognise similar beliefs and values found in a number of religions. Identify distinctive features of the religions studied. <u>AT2</u> Recognise the reasons for different viewpoints on religious and moral issues, including ultimate questions, e.g. why do some people believe in God? Make informed responses to questions that are difficult to answer about meaning, purpose, values and commitments with reference to religious teaching. Make links between events in their own lives and aspects of religious traditions.</p> <p><u>Vocabulary:</u> Commitment God Parents Symbolism Cleansing Font</p>		<p><u>Skills</u> <u>AT1</u> Recognise elements of diversity within one religion. Identify distinctive features of the religions studied. <u>AT2</u> Recognise the reasons for different viewpoints on religious and moral issues, including ultimate questions, e.g. why do some people believe in God? Make informed responses to questions that are difficult to answer about meaning, purpose, values and commitments with reference to religious teaching.</p> <p><u>Vocabulary:</u> Hindu Gods Goddess Protector Creation Ghandhi Hindu Priest</p>
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			<p>Immersion Pagan Marriage Eternity Purity Funeral Cremation Burial Paradise Heaven Eternal life Allah</p>	<p>Immersion Pagan Marriage Eternity Purity Funeral Cremation Burial Paradise Heaven Eternal life Allah</p>		
<p>MFL 2019-2020 yr3 2020-2021 yr3 2021-2022 yr4 2022-2023 yr5 2023-2024 yr6</p>	<p><u>Year4</u> Ask and answer questions about family members</p> <p><u>Skills</u> Ask and answer questions. Recognise rhyming words and understand that the final consonant is rarely pronounced. Use mental associations to help remember words.</p>	<p>Vocabulary for story Pets Connectives</p> <p><u>Skills</u> Follow a French story and join in reading. Recognise nouns and verbs. Understand simple rules for converting singular to plural</p> <p><u>Vocabulary</u> La petite fille, tirer, tomber Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau. Et, aussi.</p>	<p><u>Year4</u> Quantifier: assez Dictionary skills Recap previous vocabulary</p> <p><u>Skills</u> Know about Easter traditions Follow text as it is read aloud. Identify specific items of vocabulary in a longer text. Write simple sentences. Read words with accurate pronunciation. Recognise word classes: nouns, verbs, adjectives.</p> <p><u>Vocabulary</u> Assez.</p>	<p><u>Year 4</u> Hobbies Opinion phrases Tu aimes?</p> <p><u>Skills</u> Listen for a specific sound. Identify sounds from learnt vocabulary. Write some words from memory. Read and understand a paragraph with familiar vocabulary and structure. Recognise positive and negative statements in English and French. Memorise and present two sentences or more.</p> <p><u>Vocabulary</u></p>	<p>Numbers 12-31</p> <p><u>Skills</u> Conduct a short interview in French. Listen for a specific sound. Know the names of major airports and ports.</p> <p><u>Vocabulary</u> Douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.</p>	<p>Two weather phrases Clothes items for packing</p> <p><u>Skills</u> Understand different possibilities for travelling abroad. Pack an imaginary suitcase for a holiday writing individual words. Conduct a survey in French. Know the names of major airports and ports in France. Learn how to play a popular French game.</p> <p><u>Vocabulary</u> Il fait froid, il fait chaud.</p>



				Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc. J'adore, j'aime, je n'aime pas.		Très, un peu. Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt.
PSHE	<p>Values- 2 year cycle Respect Friendship Happiness Tolerance</p> <p>Being Me in My World - Identifying goals for the year - Global citizenship</p>	<p>Values- 2 year cycle Peace Hope Love Generosity Friendship</p> <p>Celebrating differences - Perceptions of normality - Understanding disability</p>	<p>Values- 2 year cycle Independence Positivity Caring Understanding</p> <p>Dreams and Goals - Personal learning goals in and out of school - Success criteria - Emotions in success</p>	<p>Values- 2 year cycle Humility Responsibility Patience Trust</p> <p>Healthy Me - Taking personal responsibility - How substances effect the body</p>	<p>Values- 2 year cycle Courage Perseverance Honesty Fairness</p> <p>Relationships - Mental Health - Identifying mental health worries and sources of support</p>	<p>Values- 2 year cycle Compassion Simplicity</p> <p>Changing Me - Self-image - Body- image - Puberty and feelings - Conception to birth</p>



Curriculum Map – Year 6

	<ul style="list-style-type: none"> - Children’s universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling <p><u>Skills</u> I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p><u>Vocabulary</u> Goals Community Maslow Consequences Democracy.</p>	<ul style="list-style-type: none"> - Power struggles - Understanding bullying - Inclusion/ exclusion - Differences as conflict - Differences as celebration - Empathy <p><u>Skills</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p><u>Vocabulary</u> Disability Diversity Imbalance Recipient Stamina.</p>	<ul style="list-style-type: none"> - Making a difference in the world - Motivation - Recognising achievements - Compliments <p><u>Skills</u> I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p><u>Vocabulary</u> Success Global Hardship Sponsorship Recognition.</p>	<ul style="list-style-type: none"> - Exploitation, including county lines and gang culture - Emotional and mental health - Managing stress <p><u>Skills</u> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p><u>Vocabulary</u> Immunisation Unrestricted Exploited Anti-social behaviour Mental health.</p>	<ul style="list-style-type: none"> - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Taking responsibility with technology use <p><u>Skills</u> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p><u>Vocabulary</u> Ashamed Anxiety Denial Authority Influences.</p>	<ul style="list-style-type: none"> - Reflections about change - Physical attraction - Respect and consent - Boyfriends/ girlfriends - Sexting - Transition <p><u>Skills</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p><u>Vocabulary</u> Self-image Freedom Embryo Sexting Negative-body talk.</p>
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	<p>School values taught in assembly/circle time and PSHE lessons</p> <ul style="list-style-type: none"> -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance <p>Prevent</p> <p>Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p>					
<p>PE</p>	<p>Problem solving Tactics and strategies Communicate with a group. Leadership</p> <p><u>Vocabulary</u> Communication Strategies Collaborate Listening Teamwork Collective Leader Responsibility</p> <p>Hockey Different grips Dribble in all directions Passing on the move Out witting defenders Defending Playing a game</p> <p><u>Skills.</u> Consolidate keeping possession, develop officiating.</p>	<p>Dance: History – 1930’s</p> <p><u>Skills</u> Perform with technical control and rhythm in a group. Create rhythmic patterns using the body. Experiencing dance from a different culture. Choreographical elements including still imagery.</p> <p><u>Vocabulary</u> Rhythm Culture Expression Movement Choreograph Imagery</p> <p>Tag Rugby Dodging and weaving Familiarity with rugby ball</p>	<p>Gymnastics – Matching & Mirroring Create and perform a routine. Understand and apply mirroring.</p> <p><u>Skills</u> Introduction to matching and mirroring. Application of matching and mirroring learning onto apparatus. Sequence development.</p> <p><u>Vocabulary</u> Movement Travel Matching Canon Unison Strengths Weaknesses Mirroring Sequence</p> <p>Tennis Forehand technique</p>	<p>Health related exercise: Healthy living week.</p> <p><u>Skills.</u> Cardio fitness 1. Flexibility. Strength. Cardio fitness 2 <u>Vocabulary</u> Healthy active lifestyle Cardiovascular Heart rate Flexible Inactive Exert Aerobic Exercise</p> <p>Netball Chest pass Attack/defence Rules of the game.</p> <p><u>Skills</u> Consolidate keeping possession, develop officiating. Consolidate defending.</p>	<p>Cricket Basic fielding skills Catching and receiving on the move Develop batting skills Over-arm bowling Tactics Play a game</p> <p><u>Skills</u> Consolidate batting/fielding and bowling. Create, understand and apply attacking/defensive tactics in a game.</p> <p><u>Vocabulary</u> Strike Batting Decision making Attack Defend Overarm throw Underarm throw Long barrier Bowling Wickets Fielding</p>	<p>Healthy living week Orienteering Athletics Sprinting Changing direction at speed Jumping for distance Throwing a shot put High jump Competition</p> <p><u>Skills.</u> Running for speed competition. Running for distance competition Throwing and jumping competition.</p> <p><u>Vocabulary</u> Sprinting False start Baton Relay Changeover Distance Stance</p>



	<p>Consolidate defending. Create understand and apply attacking/defending tactics in game situations.</p> <p><u>Vocabulary</u> Dribble Long pass Short pass Direction Speed Fluidity Control Shooting Possession</p> <p>Target Commonwealth - Nigeria</p>	<p>Throwing the rugby ball Tagging a player Passing towards goal Playing a game</p> <p><u>Skills</u> Consolidate passing and moving. Consolidate defending. Create, understand and apply attacking/defending tactics in a game situation. Consolidate attacking and defending in a game.</p> <p><u>Vocabulary</u> Pass Attack Ball carrier Receive Tagged Offside</p>	<p>Backhand return Volley shot Underarm and overarm Developing the serve Performing shots in a game</p> <p><u>Skills</u> Game application. Mixed ability games, doubles, round robin games.</p> <p><u>Vocabulary</u> Doubles Position Return Recover Shot</p>	<p>Create, understand and apply Attacking/defending Tactics in game situations.</p> <p><u>Vocabulary</u> Chest pass Intercept Footwork Shooting Marking Possession</p>	<p>Rounders Two handed and one handed catch Throwing and catching Strike a bowled ball Experiment with the speed Spin and target bowling Basic rule and positions in a game</p> <p><u>Skills</u> Introduction to full rounders. Consolidate fielding tactics. Refine understanding of what happens if the batter misses or hits the ball backwards. Batting considerations.</p> <p><u>Vocabulary</u> Effective/ efficiency Fielding Strategies Batting Throwing Target</p>	<p>Sports Day and House Races</p>
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GST Theme “Change Makers” highlighted throughout curriculum