

Year 6 - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Britain since 1930	Environment	Magical and Mystical	Changes	Explorers
English now > press > play SPAG now > press > play SATS Reading	Goodnight Mr Tom Poetry Diary Letter (Extended / Chapter piece) Narrative Autobiography SPAG Types of nouns Subjunctive mode Sentence types and question tags Spelling Suffixes I before e rule Comprehension Rising Stars Cracking Comprehension Past SATs Papers VIPERS	The Boy in the Striped Pyjamas Popular text Description Report writing Narrative Study of an important figure: Anne Frank Biography SPAG Phrases and clauses Subordinate clauses Active and passive voices Spelling Homophones Near homophones Etymology and word families Comprehension Rising Stars Cracking Comprehension Past SATs Papers	The Hunger Games Narrative text Description Newspaper Report Letter Conversation SPAG Ellipsis Subject and verb agreement Subject, object, verb and article Double negatives Spelling Using a thesaurus Synonyms Antonyms Word lists 3 and 4, 5 and 6 Comprehension Rising Stars Cracking Comprehension Past SATs Papers VIPERS	The Philosopher's Stone Poetry Extended narrative Diary Information writing Letters Argument Biography SPAG Adverbials Layout devices Tense choices Conjunctions Hyphen Spelling Proofreading Word lists 3 and 4 5 and 6 Comprehension Rising Stars Cracking Comprehension Past SATs Papers VIPERS	Wonder SATS focus – writing – Way Home Preparation for moderation Persuasion Argument Interview Diary SATS focus - reading SPAG REVISION! Speech Colons Semi-colons Bullet points Spelling Irregular word spellings Standard English Vocabulary in context Word lists 3 and 4, 5 and 6 Comprehension Rising Stars Cracking Comprehension Past SATs Papers	Shackleton's Journey (Non-fiction text) Me, My Dad and the end of the rainbow (Pride) Historical non-fiction text Newspaper report Short story Recount Information writing Dangerous Curriculum • Water fight - recount • Fire – Poetry • Den building – Adventure story

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	<p><u>Cross curricular PSHE</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 describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</p>	<p>VIPERS <u>Cross curricular PSHE</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>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>Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Cross curricular PSHE</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>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><u>Cross curricular PSHE</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>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>Geography Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>VIPERS <u>Cross curricular PSHE</u> I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>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>Geography Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Cross curricular PSHE</u> I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>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>
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	of these aspects have changed over time					
Mathematics now > press > play SATS Maths Fractions now > press > play Mental maths now > press > play Decimals now > press > play	Number sense Read, write and order numbers up to 10 million. Rounding Converting units of measure, including between miles and kilometres. Additive reasoning Mental calculations. Addition and subtraction methods and problem solving. Use simple formulae. Generate number sequences. Interpret and construct pie charts. Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing Solves problems by decomposing them into smaller parts.	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 Geometric reasoning Draw, name and classify 2D and 3D shapes. Illustrate and name parts of a circle. Angles. Area and perimeter. Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing - Solves problems by decomposing them into smaller parts.	Number sense Solve problems involving number, fractions, decimals and percentages. Multiplicative reasoning Ratio and proportion. Unequal sharing. Scaling. Geometric reasoning Describe positions on the full coordinate grid. Draw and translate simple shapes. Reflect shapes in the axes Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing Solves problems by decomposing them into smaller parts. Geography Use the eight points of a compass, four and six	Additive reasoning Negative numbers. Order of operations. Multi-step problems. Pie charts and line graphs. Generate and describe number sequences. Number Sense Simplify fractions. Ordering fractions. Equivalent fractions. Add, subtract, multiply and divide fractions. Fraction, decimal and percentage equivalents. Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing Solves problems by decomposing them into smaller parts.	SATs Revise all concepts taught. Apply number and calculation knowledge to problems. Enterprise Problem Solving Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing Solves problems by decomposing them into smaller parts.	Number sense Solve problems involving rounding, money, the four operations, fractions, decimals and percentages. Focus on Arithmetic (Daily) <u>Cross curricular</u> Computing Solves problems by decomposing them into smaller parts.

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			figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world			
Science	Animals, including humans. Side effects of drugs Benefits of exercise The Body The heart as a pump Pulse rate Muscles and Skeletons <u>Skills</u> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. I can describe the ways in which nutrients and water are transported within animals, including humans.	Living things and Habitats Classification Linnaeus Classification similarities <u>Skills</u> I can give reasons for classifying plants and animals based on specific characteristics I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences. I can identify scientific evidence that has been used to support or refute ideas or argument. I can describe and evaluate my own and other people's	Light and Sight Sources of light Light travels in a straight line How we see reflected light Spectrum <u>Skills</u> I can show that light appears to travel in straight lines. I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye. I can demonstrate and explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can demonstrate that light travels in straight lines to show why shadows have the same	Evolution and adaptation Inheritance Advantages and disadvantages Habitats Charles Darwin Mary Anning Alfred Wallace <u>Skills</u> I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information. I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can give examples of how animals and plants are adapted to suit their environment in different		Electricity Circuit drawings Changing circuits Conductors/ Insulators <u>Skills</u> I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can draw a diagram using recognised symbols to represent a simple circuit. I can plan different types of scientific enquiries to answer

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	<p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can report and present 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.</p> <p>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings</p> <p><u>Vocabulary:</u> Diet, exercise, drugs, lifestyle, nutrients,</p>	<p>scientific ideas using evidence from a range of sources.</p> <p>I can group and classify things and recognise patterns.</p> <p>I can find things out using a wide range of secondary sources of information.</p> <p>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings</p> <p><u>Vocabulary:</u> Classify, compare, Linnaean, classification, domain, kingdom, phylum, class, order, family, genus, species, characteristics, vertebrates, invertebrates, microorganisms, organisms, flowering, non-flowering.</p> <p>Metacognition Vocabulary:</p>	<p>shape as the objects that cast them.</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate.</p> <p>I can report and present 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.</p> <p>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings</p> <p><u>Vocabulary:</u> Light, travels, sight, reflect, reflection, light source, object, shadows, mirrors, periscope,</p>	<p>ways and can explain that adaptation may lead to evolution.</p> <p>Identify scientific evidence that has been used to support or refute ideas or argument.</p> <p>Describe and evaluate my own and other people's scientific ideas using evidence from a range of sources.</p> <p>Find things out using a wide range of secondary sources of information</p> <p>Use scientific language and ideas to explain, evaluate and communicate my methods and findings</p> <p><u>Vocabulary:</u> Evolution, adaption, inherited traits, adaptive traits, natural selection, inheritance, DNA, genes, variation, parent, offspring, fossil, environment, habitat, fossilisation.</p> <p>now > press > play</p> <p>Evolution</p>		<p>questions, including recognising and controlling variables where necessary.</p> <p>I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate.</p> <p>I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can report and present 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.</p> <p>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings</p>
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	<p>water, damage, alcohol, substances. Internal organs, heart, circulatory system, blood, blood vessels.</p> <p>Metacognition Vocabulary: Metacognition Metacognitive Tools Thinking Frames Reflective Lens Blooms Taxonomy Thinking Verbs Reflective Fridays Self-regulate Habits of Mind Neuroplasticity Elastic Brain Short-term memory Long-term memory</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments.</p> <p>PSHE I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have</p>	<p>Metacognition Metacognitive Tools Thinking Frames Reflective Lens Blooms Taxonomy Thinking Verbs Reflective Fridays Self-regulate Habits of Mind Neuroplasticity Elastic Brain Short-term memory Long-term memory</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments.</p>	<p>rainbow, filters, spectrum.</p> <p>Metacognition Vocabulary: Metacognition Metacognitive Tools Thinking Frames Reflective Lens Blooms Taxonomy Thinking Verbs Reflective Fridays Self-regulate Habits of Mind Neuroplasticity Elastic Brain Short-term memory Long-term memory</p> <p><u>Cross curricular</u> History Make confident use of a variety of sources for independent research. Use evidence to support arguments.</p>	<p>Metacognition Vocabulary: Metacognition Metacognitive Tools Thinking Frames Reflective Lens Blooms Taxonomy Thinking Verbs Reflective Fridays Self-regulate Habits of Mind Neuroplasticity Elastic Brain Short-term memory Long-term memory</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments.</p>		<p><u>Vocabulary:</u> Voltage, brightness, volume, switches, danger, series circuit, sign, circuit diagram, switch, bulb, buzzer, motor, recognised, symbols.</p> <p>now > press > play</p> <p>Electricity</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Use evidence to support arguments.</p>
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	on an individual and others.					
History	<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? -How dangerous was it where you lived during WW2? -How did the war affect work and play?</p> <p>Black History Month (October) <u>Skills</u> Address and sometimes devise historically valid questions about change, cause, similarity and</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? -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</p>	<p><u>This day in History</u> <u>Cross curricular Computing</u> 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.</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? -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</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. Use a variety of sources confidently for research. Note connections, contrasts and trends over time using historical language</p>



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	<p>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 Government Propaganda Impact Effect Democracy Racism Diversity Culture Slavery Abolish Discrimination</p>	<p>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 Similarities and differences Significance Trends Communication Chronology beyond 1066</p> <p><u>Cross curricular</u> Computing Begin to use internet services within his/her own creations to share</p>		<p>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 Birth right Significance Interpretation Contradict AD Civilisation</p> <p>now > press > play The Maya</p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when</p>		
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	<p>Emancipation Inclusiveness Apartheid</p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content.</p> <p>PSHE I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>now > press > play</p> <p>WW2</p>	<p>and transfer data to a third party.</p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content.</p> <p>Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>evaluating digital content.</p> <p>PSHE I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
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<p>Geography</p>		<p>Where does all of our stuff come from?</p> <ul style="list-style-type: none"> - 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><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- focus on Europe and N and S America. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography.</p>	<p>Are we damaging our world?</p> <ul style="list-style-type: none"> -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><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 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.</p>		<p>How will our world look in the future?</p> <ul style="list-style-type: none"> -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><u>Skills</u> Understand and use a widening range of geographical terms. Use maps, charts etc. to support decision making about the location of places e.g. new bypass. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and</p>	
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		<p>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><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content. History Make confident use of a variety of sources for independent research. PSHE I can empathise with others in my community and globally and explain</p>	<p>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><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content.</p> <p>History Understand how our knowledge of the past is constructed from a range of sources.</p>		<p>graphs, and digital technologies Identify human and physical features and land use patterns and how these change over time.</p> <p><u>Vocabulary:</u> Types of settlement Land use Urban Rural Distribution of natural resources Industry- primary, secondary, tertiary, quaternary</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Use evidence to support arguments. PSHE I can empathise with others in my community and globally and explain how this can influence the choices I make. I can explain different ways to work with</p>	
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		how this can influence the choices I make.	Make confident use of a variety of sources for independent research. Use evidence to support arguments.		others to help make the world a better place.	
Art/DT	ART - Cityscapes (London Skyline) To use pop art techniques and layering to create a 3D cityscape. <u>Skills</u> To describe the work and ideas of Charles Fazzino To use different techniques, colours and textures when designing and making pieces of work and explain my choices. To follow a design brief to achieve an effect for a particular function. To refine my use of learnt techniques. To adapt my work following feedback and discussions. <u>Vocabulary:</u> Pop art, technique, effect, textures, cityscape, replicate,	DT – Fashion and Textiles To investigate and analyse items made using textiles To explore some ways in which textiles are joined and decorated To design an item made using textiles and draw pattern pieces To use pattern pieces to measure, mark and cut fabric To join fabric pieces by hand sewing To sew hems on an item made using textiles and to add on design details <u>Skills</u> Use research into famous designers to	ART - Painting & mixed media: Artist study <u>Skills</u> To select ideas based on first hand observations, experiences and imagination and develop through open ended research. To refine use of learnt techniques. To adapt his/her final work following feedback or discussion based of preparatory ideas. To describe the work and ideas of various artists using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. To use techniques, colours, tones and effects in appropriate ways to represent things seen – brushstrokes	ART - Screen Printing To explore which artists have used screen printing. To learn the art of calligraphy. Creating a background for my work. To produce a stencil. Using the technique of screen printing to produce a piece of artwork. To learn how to display work and evaluate it. <u>Skills</u> Select ideas based on first hand observations, experience and imagination and develop through open ended research. Refine use of learnt techniques.	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. <u>Vocabulary</u> Sketch Move Rotate Circuit Design Ride fairground Investigate Slow Motor Wires Switches Cotton reels Plan Make Evaluate	ART - Wassily Kandinsky To learn about the life and work of Kandinsky To develop ideas for an abstract work of art inspired by Kandinsky To create an abstract work of art inspired by Kandinsky <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.

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	<p>photographs, reflections, details.</p>	<p>inform the design of a product. Generate, develop, model and communicate ideas through discussions, annotated sketches, cross-sectional and 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</p>	<p>following the direction of grass, stippling to paint sand, watercolours blends to show clouds. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p><u>Vocabulary</u> abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate</p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content.</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. 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>DT – Bread</p> <p>To investigate and evaluate bread products according to their characteristics To learn how bread products are an important part of a balanced diet and can be eaten in different ways</p>	<p>Explain and justify preference. Begin to develop an awareness of composition, scale and proportion. 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> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content. History</p>
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		<p>Generate Model Sew Materials Techniques Fashion Patterns Joins Textiles Evaluate</p>	<p>Use filters in search technologies effectively and is discerning when evaluating digital content. <u>History</u> Make confident use of a variety of sources for independent research. <u>English</u> Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <u>British Values</u> Mutual respect. Tolerance of those with different faiths and beliefs.</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. 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</p>		<p>Make confident use of a variety of sources for independent research.</p>
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				Taste Smell Texture Research Healthy Safely Product Diet Evaluate		
Music now > press > play Other uses		Music Technology Creating a composition using a digital audio workstation. Exploring different instruments, sounds and compositions. Understanding how this can be used in the 'real world'. Create a composition of at least 2 minutes long.	Famous composers across the ages. Record using formal notation. Understanding how music has progressed across the ages and through different periods. Develop understanding of formal notation and begin to use this in own work.			Year 5/6 Production Solo opportunities as well as small group and year group singing. Percussion instruments used within songs drawing on knowledge of different compositions and rhythms.
		<u>Skills</u> Appropriately discuss the dimensions of music and recognise them in 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. Create a simple composition.	<u>Skills</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop a deeper understanding of the history and context of music. Appropriately discuss the dimensions of music			<u>Skills</u> Sing as part of an ensemble with full confidence and precision. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. <u>Vocabulary:</u> Ensemble Solo Aural



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		<p>Develop a deeper understanding of the history and context of music.</p> <p><u>Vocabulary</u> ostinato tempo loop DAW layers texture track audio structure bars mute forte musicians composition</p>	<p>and recognise them in music heard. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p><u>Vocabulary</u> Composer Composed Baroque Classical Romantic Modern Renaissance Staff Semibreves Crotchets Quaver Treble clef Bass clef Dotted crotchets Minim Inter-related dimensions of music.</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>Accuracy Fluency Expression Control</p>
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Year 6 - Curriculum Map



Special Events	<p>The Big Draw Griffin Sports Festival</p>	<p>VE Day Celebration Local library Remembrance</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Cross curricular <u>PSHE</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p><u>Black History Month</u></p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content. <u>PSHE</u> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>Yr 6 residential Founders' Day The children's chorus Science Symposium</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.</p>	<p>Visit to Harry Potter World Library</p>	<p>SATs The Big Sing</p>	<p>Theatre trip Transition to secondary school Leavers' Assembly Library Sports Day GAF</p> <p><u>Cross curricular</u> Computing Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content.</p>
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Year 6 - Curriculum Map

Forest Explorers			Residential – rock climbing, team ropes, bonfire, skiing.			Dangerous Curriculum <ul style="list-style-type: none"> Bonfire Making a catapult Water fight Building a den - woods
Computing now > press > play Online Safety	E-Safety Creating charts in Excel.	E- safety Communicating and collaborating Computer networks Benefits and drawbacks Collaboration G Suite Use of Word and Publisher. <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.	E-safety – Safer Internet Day We are evaluators. Import existing media Write down algorithms Program, debug and refine Thoroughly test. <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.	E-Safety Functions within Excel (SUM, etc.)	E – safety We are game makers Become familiar with Microsoft Makecode Import existing media Write down algorithms Program, debug and refine Thoroughly test. Pivot – animation app. <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	E – safety



Year 6 - Curriculum Map



		<p>Use technology respectfully and responsibly. Begin to use internet services to share and transfer data to a third party.</p> <p><u>Vocabulary</u> Communicate 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><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Use variables, sequence, selection and repetition in programs.</p> <p><u>Vocabulary</u> Technology Microsoft Search Algorithm Debug Java script Code Password Sequence Animation VR Goggles.</p>		<p>variables, sequence, selection and repetition in programs. 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 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> <p><u>Cross curricular</u> History Make confident use of a variety of sources for independent research.</p>	
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Year 6 - Curriculum Map



<p>RE</p>	<p><u>Christianity: Beliefs and Meaning</u> To evaluate different beliefs about eternity and to understand the Christian perspective on this.</p> <p><u>Skills</u> I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answers to whether anything is eternal and give my own reasons.</p> <p><u>Vocabulary</u> Agape Ten Commandments</p>	<p><u>Christmas: Significance of Mary as Jesus' mother.</u> To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p><u>Skills</u> I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.</p> <p><u>Vocabulary</u> Mary Virgin Birth Incarnation Holy Spirit</p>	<p><u>Beliefs and Meaning [starting point in Islam]</u> To understand that the concept of Jihad can be interpreted differently leading to different actions and consequences.</p> <p><u>Skills</u> I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p><u>Vocabulary</u> Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah</p> <p><u>Cross curricular</u> PSHE</p>	<p>The Easter Story</p> <p>now > press > play</p> <p>Easter Story</p> <p><u>EASTER: IS CHRISTIANITY still a strong religion 2000 years after Jesus was on the earth?</u> To examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.</p> <p><u>Skills</u> I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p> <p><u>Vocabulary</u> Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD</p>		
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Year 6 - Curriculum Map

			I can explain ways in which difference can be a source of conflict or a cause for celebration.	10 Commandments		
MFL Year 4 Curriculum 'La Jolie Ronde'	Body parts Revision of adjectives Asking for French translation Zoo animals <u>Skills</u> Listen and follow a short story using visual clues. Listen for sounds, rhyme and rhythm. Pronounce some words accurately. Understand that all nouns have a gender. <u>Vocabulary</u> Une tête, un nez des dents, des cheveux des yeux, une bouche des oreilles. Comment dit-on ... en français? Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin.	Verb – être: il est, elle est Quantifiers Adjectives Christmas theme Phrases for playing a game Receptive vocabulary from a song <u>Skills</u> Say 6 vowel sounds in French. Write simple words and phrases following a model Read words aloud with accurate punctuation. Participate in a short drama. Play a game, communicating in French. Join in with a French song. Recite a poem. <u>Vocabulary</u> être il est, elle est assez très grand, petit gentil, rigolo, féroce,	Members of the family Possessive adjectives Ask and answer questions about family members Story – Le radis géant <u>Skills</u> Present a short role play introducing family members. Ask and answer questions. Recognise rhyming words. Follow a French story and join in reading. Recognise nouns and verbs. Compare traditional stories. <u>Vocabulary</u> Le père, la mère, le frère, la soeur, le grand-père, la grand-mère. Mon, ma. Le radis géant La petite fille. Tirer, tomber. Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'inde, un oiseau.	Revision of pets vocabulary Verb – avoir Connectives Easter theme Quantifier – assez Dictionary skills Playground song and activity <u>Skills</u> Understand simple rules for converting singular to plural. Present a rhyme. Know about pets that are popular in France. Follow a text as it's read aloud. Write simple sentences. Know about some Easter traditions. Identify items of vocabulary in a longer text. Recognise word classes: nouns, verbs and adjectives. Sort words in dictionary order. Play a traditional game. <u>Vocabulary</u> Avoir	Hobbies Opinions phrases Numbers 12-31 <u>Skills</u> Listen for sounds. Identify strategies for learning vocabulary. Write some words from memory. Read and understand a paragraph with some familiar vocabulary and structures. Recognise positive and negative statements in English and French. Memorise and present two sentences or more. <u>Vocabulary</u> Danser, nager, jouer au football, manger au restaurant, lire, regardez la télé aller au parc. J'adore, j'aime, je n'aime pas Tu aimes? Numbers 12-31	Revision of leisure activities and opinion phrases Weather expressions Quantifiers – très, un peu Clothes items for packing a suitcase Revision of subjects covered – plugging any gaps <u>Skills</u> Conduct a survey in French. Know the names of some major airports and ports in France. Learn how to play a popular French game. Understand different possibilities for travelling abroad. Pack an imaginary suitcase for a holiday, writing individual words. <u>Vocabulary</u> Il fait froid Il fait chaud Très Un peu

Year 6 - Curriculum Map

		un bonhomme de neige un chapeau, une écharpe, des gants, une manteaux il fait froid, il neige à toi, à moi oh là là, j'aime ça		J'ai, je n'ai pas de Et, aussi. Assez		Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt.
PSHE now > press > play Bullying now > press > play Mental Health now > press > play Transition	Values- 2 year cycle <u>Respect</u> <u>Friendship</u> Happiness Tolerance <u>Being Me in My World</u> - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics	Values- 2 year cycle <u>Peace</u> <u>Hope</u> Love Generosity Friendship <u>Celebrating differences</u> - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/ exclusion - Differences as conflict - Differences as celebration	Values- 2 year cycle <u>Independence</u> <u>Positivity</u> Caring Understanding <u>Dreams and Goals</u> - Personal learning goals in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments	Values- 2 year cycle <u>Humility</u> <u>Responsibility</u> Patience Trust <u>Healthy Me</u> - Taking personal responsibility - How substances effect the body - Exploitation, including county lines and gang culture - Emotional and mental health - Managing stress	Values- 2 year cycle <u>Courage</u> <u>Perseverance</u> Honesty Fairness <u>Relationships</u> - Mental Health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Taking responsibility with technology use	Values- 2 year cycle <u>Compassion</u> Simplicity <u>Changing Me</u> - Self-image - Body- image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/ girlfriends - Sexting - Transition

Year 6 - Curriculum Map

	<p>- Democracy, having a voice - Anti-social behaviour - Role-modelling</p> <p><u>Skills</u> To identify my own goals. To identify and apply skills to keep myself emotionally healthy. To understand that my actions affect myself and others. To understand how actions are linked to rights and responsibilities. To know own wants and needs. To compare needs with those in a different community.</p> <p><u>Vocabulary</u> Goals Community Maslow Consequences Democracy Choice Empathy Comparison Opportunities Collaboration Legal Illegal Lawful</p>	<p>- Empathy</p> <p><u>Skills</u> To understand that there are different perceptions of what normal is and that being different could affect someone's life. To explain ways in which a person or group can have power over another and understand why some people use bullying behaviours. To explain ways in which difference can be a source of conflict and a cause for celebration and show empathy with people in either situation. To know some of the reasons why people carry out bullying behaviours.</p> <p><u>Vocabulary</u> Ability Disability Empathy Perception Medication Vision Diversity Transgender Gender diversity</p>	<p><u>Skills</u> To know my learning strengths and set challenging but realistic goals for myself. To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. To identify problems in the world that concern me and talk to other people about them. To describe how I can work with others to make the world a better place.</p> <p><u>Vocabulary</u> Achievement Realistic/ unrealistic Success Global Issue Suffering Concern Hardship Sponsorship Empathy Motivation Admire Respect Praise Compliment Contribution Recognition</p>	<p><u>Skills</u> To take responsibility for my health and make choices that benefit my health and well-being. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. To understand that some people can be exploited and made to do things that are against the law suggest ways that someone who is being exploited can help themselves. To know why some people join gangs and the risks this involves To know some strategies I could use to avoid being pressurised. To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness. To know how to help myself feel emotionally healthy and recognise when I need help with this.</p> <p><u>Vocabulary</u> Immunisation</p>	<p><u>Skills</u> To understand what is meant by 'mental health' and know how to take care of my mental wellbeing. To understand that there are different stages of grief and different losses which can cause grief. To judge whether someone online is safe and helpful for me and use technology positively and safely. To create a presentation for a given audience to share expertise on e-safety.</p> <p><u>Vocabulary</u> Mental health Ashamed Stigma Stress Anxiety Support Signs Self-harm Emotion Grief Despair Bereavement Coping strategies Assertive Influences Self-control</p>	<p><u>Skills</u> To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To express how I feel about the changes that will happen to me during puberty. To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise how I feel when I reflect on the development and birth of a baby.</p> <p><u>Vocabulary</u> Self-image Self-esteem Celebrity Freedoms Pubic hair</p>
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Year 6 - Curriculum Map

		<p>Courage Fairness Rights Power Struggle Imbalance Control Harassment Recipient Accolade Admiration Stamina</p>		<p>Prevention Drugs Prescribed Unrestricted/ restricted Illegal Volatile substance Legal high Over-the-counter Exploited Vulnerable Criminal Gangs Pressure Strategies Reputation Anti-social behaviour Crime Mental illness Emotional health Symptoms Stress Pressure</p>	<p>Judgement Abuse</p>	<p>Voice breaks Menstruation Semen Erection Tampon Hormones Wet dream Ovulation Masturbation Clitoris Sperm Moody Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Attraction Relationship Pressure Love Sexting Transition</p> <p>now > press > play</p> <p>Transition</p>
	<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>					



Year 6 - Curriculum Map



<p>PE</p>	<p>Leadership Tactics and strategies Communicate with a group. Leadership</p> <p><u>Vocabulary</u> Communication Strategies Collaborate Listening Teamwork Collective Leader Responsibility</p> <p><u>Cross curricular</u> PSHE I can explain ways in which difference can be a source of conflict or a cause for celebration. I can explain different ways to work with others to help make the world a better place.</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></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. Chorographical elements including still imagery.</p> <p><u>Vocabulary</u> Rhythm Culture Expression Movement Choreograph Imagery</p> <p><u>Cross curricular</u> History Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Badminton Familiarisation with equipment and court Terminology Forehand/ backhand shot</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 Backhand return Volley shot Underarm and overarm Developing the serve Performing shots in a game</p> <p><u>Skills</u> Game application.</p>	<p>Health related exercise: Healthy living week.</p> <p><u>Skills</u> Cardio fitness 1. Flexibility. Strength. Cardio fitness 2</p> <p><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. Create, understand and apply Attacking/defending Tactics in game situations.</p> <p><u>Vocabulary</u> Chest pass</p>	<p>Tag Rugby Dodging and weaving Familiarity with rugby ball 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>Cricket Basic fielding skills Catching and receiving on the move Develop batting skills Over-arm bowling Tactics Play a game</p>	<p>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><u>Cross-curricular</u> Geography Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of</p>
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Year 6 - Curriculum Map



	<p>Consolidate keeping possession, develop officiating. 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>Griffin Sports Festival Lordswood Olympics</p>	<p>Serve</p> <p><u>Skills</u> Exploring different forehand/backhand shots. Applying different forehand/backhand shots to win a point. Consolidate outwitting an opponent. Doubles: Understanding and applying tactics to win a point.</p> <p><u>Vocabulary</u> Shuttlecock Recover Shot Tactics Serve Opponent</p>	<p>Mixed ability games, doubles, round robin games.</p> <p><u>Vocabulary</u> Doubles Position Return Recover Shot</p>	<p>Intercept Footwork Shooting Marking Possession</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>Challenge 26</p>	<p>the United Kingdom and the wider world</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>
	GST Theme “Energy” highlighted throughout curriculum					