

Year 6 Curriculum Map: Year Group- Year 2020-2021

Timescale	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overall theme	Natural World	Light and Space	Habitats	Our Bodies	Local Area	Our World
Reading Key Text	<p>Adventure: Michael Morpurgo</p> <p>Kensuke's Kingdom Author – Michael Morpurgo</p> <p>Poem to learn vocabulary – The Life cycle of a flower (60 second read)</p>	<p>Classic fiction: The Wizard of Oz by L Frank Baum.</p> <p>Poem: On Flander's Fields Author / poet - Wilfred Owen</p>	<p>Older literature: William Shakespeare Macbeth Author – William Shakespeare</p> <p>Information text (hybrid; recount with persuasion)</p>	<p>Biography – Sir Arthur Conan Doyle</p> <p>Author – Conan Doyle</p>	<p>Recount</p> <p>Persuasion</p>	<p>Autobiography</p> <p>Poetry: The Highwayman</p> <p>Author - Alfred Noyes</p>
Reading skills	<p>Reading strategies</p> <p>Word meaning and summarising</p> <p>Checking that the book makes sense.</p> <p>Asking questions to improve their understanding</p> <p>Predicting what might happen and</p>	<p>Reading strategies</p> <p>Word meaning and summarising</p> <p>Checking that the book makes sense.</p> <p>Asking questions to improve their understanding.</p> <p>Predicting what might happen and</p>	<p>Reading strategies</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>Checking that the book makes sense.</p>	<p>Reading strategies</p> <p>Word meaning and summarising</p> <p>Checking that the book makes sense.</p> <p>Asking questions to improve their understanding</p> <p>Retrieval, inference and justify and explain</p>	<p>Reading strategies</p> <p>Word meaning and summarising</p> <p>Checking that the book makes sense</p> <p>Asking questions to improve their understanding</p> <p>Retrieval, inference and justify and explain</p>	<p>Reading strategies</p> <p>Word meaning and summarising</p> <p>Checking that the book makes sense.</p> <p>Asking questions to improve their understanding</p> <p>Identifying how language, structure</p>

	<p>summarising the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieval, inference and justify and explain using evidence from the text Why questions</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>summarising the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieval, inference and justify and explain using evidence from the text – when, who, where type questions.</p> <p>Comparisons of setting , characters</p>	<p>Asking questions to improve their understanding summarising the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p>Word meaning and summarising</p> <p>Retrieval, inference and justify and explain using evidence from the text when, who, where and why, how questions – identifying in Paragraphs.</p> <p>Comparisons of setting , characters</p> <p>Distinguishing between fact and opinion</p>	<p>using evidence from the text - When, who, where and why, how questions – identifying in Paragraphs.</p> <p>Distinguishing between fact and opinion</p>	<p>using evidence from the text</p> <p>Retrieve, record and present information from non-fiction</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>and presentation contribute to meaning</p> <p>Retrieval, inference and justify and explain using evidence from the text</p> <p>Learning poetry by heart and prepare for performance</p> <p>Distinguishing between fact and opinion</p>
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<p>Grammar Punctuation skills</p>	<p>A wide range of clause structures eg. Relative, subordinate, identify main clauses.</p> <p>Explore and investigate active and passive eg, Some people argue that....(active) It has been argued that...(passive)</p> <p>Using expanded noun phrases.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries</p>	<p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning or avoid ambiguity in writing Using the perfect form of verbs to mark relationships of time and cause</p> <p>Explore, collect and use examples of the different verb forms eg modal passive perfect form</p>	<p>A wide range of clause structures Relative, subordinate</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Identify the subject and object of a sentence</p> <p>Explore, collect and use examples of the different verb forms.</p> <p>Use persuasive sentence starters such as: It is obvious that, without a doubt, no-one can deny.</p> <p>Using commas to clarify meaning or</p>	<p>A wide range of clause structures Relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Explore, collect and use examples of the different verb forms</p>	<p>A wide range of clause structures Relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Explore and investigate active and passive eg, Some people argue that....(active) It has been argued that...(passive)</p>	<p>A wide range of clause structures Relative, subordinate</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of fronted adverbials</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Identify the subject and object of a sentence</p> <p>Explore, collect and use examples of the different verb forms</p>
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	<p>between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>	<p>avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>		<p>Use adverbials such as: on the other hand, the opposing view is, in contrast, although, alternatively</p> <p>Use persuasive sentence starters such as: It is obvious that, without a doubt, no-one can deny</p>	
Phonics/ Spelling	<p>No Nonsense Spelling</p> <p>Revisit previous homophones</p> <p>Revisit words with letter string ough augh</p> <p>Use of a dictionary to support teaching</p> <p>Proofreading to check spelling</p>	<p>No Nonsense Spelling</p> <p>prefixes and suffixes</p> <p>Revisit previous homophones</p> <p>Word endings –shun sound. –tion –sion -cian -ssion</p> <p>Use of a dictionary to support teaching</p>	<p>No Nonsense Spelling</p> <p>Homophones: ending in –ce (noun) or –se (verb)</p> <p>Revisit word endings –ably -ibly -able -ible</p> <p>Word endings –ous spelt –cious -tious</p>	<p>No Nonsense Spelling</p> <p>Year 6 homophones</p> <p>Words ending in –ant -ance -ancy -ent -ence -ency</p> <p>Revisit prefixes and suffixes</p>	<p>No Nonsense Spelling</p> <p>Year 6 homophones</p> <p>Generating words from prefixes and suffixes</p> <p>Embedding proofreading strategies when</p>	<p>No Nonsense Spelling</p> <p>Homophones and near homophones</p> <p>Generating words from prefixes and suffixes</p> <p>Embedding proofreading strategies when</p>

	<p>use the first three or four letters of a word to check</p> <p>Spell words with silent letters</p> <p>use a thesaurus</p>	<p>use the first three or four letters of a word to check</p> <p>Proofreading to check spelling use a thesaurus</p>	<p>Revisit prefixes and suffixes</p> <p>Proofreading someone else's writing use a thesaurus</p>	<p>Proofreading someone else's writing</p> <p>use a thesaurus</p>	<p>reviewing own writing independently</p> <p>use a thesaurus</p>	<p>reviewing own writing independently</p> <p>use a thesaurus</p>
Writing skills	<p>Handwriting</p> <p>Action and dialogue</p> <p>Different sentence structure – compound, complex, simple, in writing narratives, considering how authors have developed characters and settings.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>evaluate and edit</p>	<p>Formal and informal speech / writing in writing narratives, considering how authors have developed characters and settings</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>evaluate and edit</p>	<p>Vocabulary and language effects</p> <p>Writing using a model noting and developing initial ideas, drawing on reading and research in writing narratives, considering how authors have developed characters and settings</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	<p>Identify audience and purpose for piece of writing – text form and language.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit</p>	<p>Identify audience and purpose for piece of writing – text form and language.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Evaluate and edit</p>	<p>Identify audience and purpose for piece of writing – text form and language.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit.</p>

			<p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit</p>			
<p>Independent Writing including cross curricular</p>	<p>Letter: writing as Michael (Kensuke's Kingdom)</p> <p>Information text: based upon a reading comprehension text (volcanoes)</p> <p>Character description noting and developing initial ideas, drawing on reading and research Science</p>	<p>Narrative: creature which acts as a human does (linked with the Wizard of Oz)</p> <p>Persuasion: visit a different planet</p>	<p>Recount: Christmas Day</p> <p>Persuasion: persuade teacher to provide children with a free supply of chocolate</p>	<p>Explanation: what impact smoking has upon the body, lifestyle and social circumstances</p> <p>Short biography: someone close to them</p>	<p>Newspaper report linked to history topic</p> <p>Flashback narrative</p>	<p>Short autobiography</p> <p>Balanced argument linked to moving on</p>
<p>Arithmetic</p>	<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p>	<p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero</p>	<p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context</p>	<p>Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers</p>	<p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p>

	<p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>Addition and subtraction of multi-digit number up to 4 digits number using the formal written method of addition and subtraction. Include decimal places with numbers with unequal number of decimal places.</p>	<p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders</p> <p>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p>	<p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$]</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Calculate the area of parallelograms and triangles</p>	<p>Divide proper fractions by whole numbers [for example $1/3 \div 2 = 1/6$]</p> <p>Convert between miles and kilometres.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p>	<p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p> <p>Calculate the area of parallelograms and triangles</p>
Mathematics/Reasoning	<p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p>	<p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Compare and classify geometric shapes</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>	<p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Compare and classify geometric shapes</p>	<p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving the relative</p>

	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents</p> <p>Use simple formulae</p>	<p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Compare and order fractions, including fractions > 1</p> <p>Solve number and practical problems that involve place value</p>	<p>based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p>	<p>Express missing number problems algebraically</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>	<p>based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	<p>sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Generate and describe linear number sequences</p> <p>Draw 2-D shapes using given dimensions and angles.</p>
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		<p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Generate and describe linear number sequences</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Calculate the mean as an average.</p>			
Cross Curricular Maths	Science: present information in a table	ICT/topic: present information by inserting a table on Word Use of Excel	Geography: position – lines of latitude/longitude, time zones Negative numbers - temperatures	Science: measuring changes in pulse rate/heart rate before and after exercise	Grid references	Science/ environment: fraction and percentage – measuring and comparing

		Geography – data handling biomes – temperature.				
Science	<p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Cross curricular – textase branching programme – creating a classification key.</p> <p>Pupils will find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Light – straight line, shadows, reflectors and emitters.</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>They will learn that characteristics are passed from parents to their offspring.</p> <p>They will learn that variation in offspring</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans .</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Electricity – circuit components and detailed circuit diagrams</p>	<p>Environmental Change and Pollution.</p> <p>Reference to Worlds current environmental conditions</p> <p>Research causes and possible solutions</p> <p>Recognise the balances between Environmental destruction versus the need for energy, materials and habitats</p> <p>Use previous learning to explain the effects of environmental change .</p>

			<p>over time can make animals more or less able to survive in particular environments.</p> <p>Pupils will find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p>			
Working Scientifically	<p>Group and classify animals and plants in the local environment. Research unfamiliar animals and plants and classify.</p>	<p>Explain time; day/night, month, year, seasons. Investigate how shadows are made. Can we change the shadow by changing a variable?</p> <p>Why do objects look bent in water.</p> <p>Children to use diagrams to explain time through planetary relationships/</p>	<p>Research how local animals are adapted to their environment.</p> <p>Compare how living things adapt to survive in different biomes (hot- camel, cold – polar bear)</p> <p>How have they evolved? How do you think they will need to evolve in the future?</p>	<p>Research the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Investigate/ observe/ measure the changes to breathing, heart beat and or pulse rates after exercise. Discuss how this would impact on a heavy smoker. On a person with a high fat/ high sugar diet.</p>	<p>Test the effect of changing one component at a time in a circuit.</p> <p>Design a burglar alarm.</p>	<p>Research the factors which are damaging our environment and creating global warming.</p> <p>Consider the role of the Ozone Layer and how the holes will impact on the future of mankind. Research whether the holes can be repaired (example; large hole above Antarctica). Task-force challenge: create rules for change.</p>

		movements.				
Art	<p>Pattern Explores the natural world. Children explore images and use to develop drawings and paintings which experiment with camouflage. Focus on pencil sketches considering scale and proportion.</p> <p>Effect of light on objects Use water colours to enhance their sketching – Kensuke artwork idea.</p>	<p>Colour Printing Christmas Calendars – painting skills Hue, tint, tone, shades and mood Colour for purpose Colour to express feelings. Concept of perspective Card Making Printing Builds up images using various techniques. Explore printing techniques by famous artists – Chloe Williams</p>	<p>Drawing Make a series of observational drawings of portraits and self-portraits. Produce increasingly accurate drawings of people.</p> <p>Texture Texture of surface – use collage to embellish portraits. Frida Kahlo</p>	<p>Form Shape model form and join – our bodies using clay. Observation (of form) Scale, proportion. Textures within clay. Discuss and evaluate own and sculptors work. Henry Moore as an artist</p>	<p>Drawing In journals, make drawings of the sea, seaside, lighthouses, boats, from photographs. Experiment using a range of pencils, charcoal and chalk, biro and felt pens, pastels and oil pastels.</p> <p>Chas Jacobs as an artist Arrange a still life created from seaside objects such as deckchairs, buckets and spades, fishing nets, life belts etc. Make numerous drawings in journals.</p>	<p>Pattern Different techniques to express feelings (environment)</p> <p>Create abstract pattern to reflect personal experience – environment – perfect world / damaged world. Edvard Munch</p>
Computing	Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. Link to Geography – countries.	To understand how the internet network is set up in the home and how a web page is accessed across the internet.	To justify their selection of variables and predict what might happen if alternative variables are chosen. Possible software:	Locate and respond appropriately to the terms and conditions on websites. Continue to develop the skills to identify risks involved with	To design, create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and	To design, create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and

	<p>To design, create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information. – science link - classification</p>	<p>To model how internet packets travel around the world via routers. To see how the Internet connects across the world. To see how the same route can take a different number of routers as the Internet directs packets along different routes.</p>	<p>Scratch Kodu</p>	<p>contact, content and their own conduct whilst online. Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct. Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.</p>	<p>presenting data and information. Local area – who lives where – use digimap – how close do we live using measuring tool</p>	<p>presenting data and information. Preparing for leavers assembly</p>
<p>Design Technology</p>			<p>Link to Computing Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</p>	<p>Heroes – villans Alarm system</p> <p>Technical knowledge Understand that mechanical and electrical systems have an input, process and an output.</p> <p>Designing Generate innovative ideas by carrying out research using surveys, interviews,</p>	<p>Making Fair Ground ride</p> <p>Technical knowledge Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.</p>	<p>Children design, make and put on a Punch and Judy show for children in Foundation Stage.</p> <p>Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Making Produce detailed lists of tools, equipment and materials.</p>

				<p>questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating</p>	<p>Designing Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p>Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials,</p>	<p>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <p>Evaluating Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work</p>
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				Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components	and securely connect electrical components to produce a reliable, functional product.	
MFL French	To recall phrases to describe feelings To remember words and phrases about school subjects To understand 'o'clock' time phrases To remember and use numbers 0-60 To talk about and answer questions about their daily routine	To understand the nouns for rooms in the house To read and understand simple descriptions of rooms in a house To understand a story about a haunted house To write descriptive sentences using colours and size to describe a house To recognise and understand familiar and unfamiliar nouns	To understand some numbers used in dates To recognise and understand familiar and unfamiliar nouns To identify some parts of a verb in French To create opinions about a sport To understand and write simple information about sports	To be able to use their language skills to understand unfamiliar nouns To give a simple description of a fairground ride To write simple sentences about a funfair To say and write sentences about themselves To say and write a sequence of short sentences about themselves	To learn about café culture words To know the name of snacks and drinks To take part in café role play To take part in a sketch about a café To know some facts about favourite French meals To be able to follow a story about going to a restaurant	To be able to recall familiar language To perform a magicians sketch in another language To be able to write their favourite words. To be able to perform a superstar sketch To display their learning on a poster
Geography	Locational Knowledge Geographical skills and fieldwork		Place Knowledge Geographical skills and fieldwork			Human and physical Geography Geographical skills and fieldwork

	<p>Use maps to locate the world's countries with a focus on Northern Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>		<p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Wash), a region of Eastern Europe (Poland) and South America (Peru).</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>			<p>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; Link this with science – environmental damage and the water cycle.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>
<p>History</p>		<p>WW1 Historical interpretation Find/ analyse range of evidence Evidence of different interpretation</p>		<p>WW2 Historical interpretation Find/ analyse range of evidence Evidence of different interpretation</p>	<p>Baghdad In depth study.</p>	<p>Modern Britain – local area Historical interpretation Find/ analyse range of evidence</p>

		<p>Check accuracy Propoganda Evaluate usefulness of sources</p> <p>Historical Investigations Range of evidence Answer historical questions using relevant information</p> <p>Chronological Understanding Sequence events and artefacts close together Order dates on timeline Use vocab consistently to show passing of time.</p> <p>Knowledge and understanding events people Connections, contrasts and trends over time in lives Features of attitudes, beliefs and lives of men and women and children.</p> <p>Presenting, organising and communicating Vocabulary</p>		<p>Check accuracy Propoganda Evaluate usefulness of sources</p> <p>Historical Investigations Range of evidence Answer historical questions using relevant information</p> <p>Chronological Understanding Sequence events and artefacts close together Order dates on timeline Use vocab consistently to show passing of time.</p> <p>Knowledge and understanding events people Connections, contrasts and trends over time in lives Features of attitudes, beliefs and lives of men and women and children.</p> <p>Presenting, organising and communicating Vocabulary</p>		<p>Evidence of different interpretation Check accuracy Propoganda Evaluate usefulness of sources</p> <p>Historical Investigations Range of evidence Answer historical questions using relevant information</p> <p>Chronological Understanding Sequence events and artefacts close together Order dates on timeline Use vocab consistently to show passing of time.</p> <p>Knowledge and understanding events people Connections, contrasts and trends over time in lives Features of attitudes, beliefs and lives of men and women and children.</p>
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		<p>Debate and discuss issues Diary entry, news reports Plan and prepare self directed project</p>		<p>Debate and discuss issues Diary entry, news reports Plan and prepare self directed project</p>		<p>Presenting, organising and communicating Vocabulary Debate and discuss issues Diary entry, news reports Plan and prepare self directed project</p>
<p>Music</p>			<p>Charanga – A new year carol</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality</p>	<p>Charanga – You’ve Got A Friend</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes</p>		<p>Independent activity (Instruments)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments and beginning to read music with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

			<p>live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		
<p>PE</p>	<p>Outdoor Adventure and active learning</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Funda work as a team / problem solving</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns</p> <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and</p>	<p>Attacking and defending</p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Attacking and defending</p> <p>Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending</p> <p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance (gymnastics)</p>	<p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Dance</p>	<p>Outdoor Adventure and active learning</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance</p>

		demonstrate improvement to achieve their personal best			Perform dances using a range of movement patterns	
RE	Key Question: Is life like a journey?					
	Christianity (God) How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity (Church) If life is like a journey, what's the destination?
	<p><u>RE skills - to be used all year</u></p> <p>Beliefs and Values</p> <ul style="list-style-type: none"> • analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions <p>Living Religious Traditions</p> <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression <p>Shared Human Experience</p> <ul style="list-style-type: none"> • consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life 					

	<p>Search for Personal Meaning</p> <ul style="list-style-type: none"> • raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development 					
<p>Collective Worship</p>	<p>Celebrating the school community.</p> <p>Identity – who we are Values – what ideas do we share? The challenges of living together Links to PSE, Literacy.</p>	<p>Friends</p> <p>The qualities that make a good friend Am I a good friend? How do friendships grow? Developing the metaphor. Jewish and Christians story and wisdom on the significance of friendship. Creative responses to conflict and assertive responses to difficulties.</p>	<p>Being more aware: 5 senses.</p> <p>See, smell, touch, hear and taste Building awareness of the ‘wonders of the world’ through the senses. Opportunities for younger pupils to present and be involved. Links to science, expressive arts.</p>	<p>New life, Easter and Wesak.</p> <p>Chickens hatch, flowers grow – classroom demonstrations. Wesak: the celebration at a local Buddhist centre Encountering the other in our midst: being British and Buddhist Links to science and RE.</p>	<p>Looking for meaning/asking questions about God.</p> <p>Asking questions of God: what would you ask? Answering these ‘ultimate’ questions from religious and spiritual sources. Modelling excellence in handling ‘personal search’ questions.</p>	<p>The wide world.</p> <p>Global awareness Religions in the world today (a guessing game) What religious leaders say about the wellbeing of all. (Islamic and Christian scripture) Charity action against poverty 10 ways to make our world better: a values challenge for each class, and the whole school.</p>

PSHE	Relationships How to respond to a wider range of feelings R1 Different types of relationships R2/R4 Healthy Relationships R3 Committed loving relationships R5/R19 Consequences of actions on others R7 Forced Marriage is illegal R6/20 Judging whether physical contact is acceptable R8 Confidentiality R9	Health and Wellbeing Peer pressure and asking for help H13/14 Habits -tobacco, drug, alcohol. H16 Risks and effects of substances H17 Changes in puberty H18 How a baby is made and how pregnancy can be avoided H19 FGM and speaking out about it H20/L5 Strategies for personal safety- online and mobile phone as well H21/22/24/25	Living in the Wider World Human right and UN L3/4 Anti social behaviour L6 Resolving differences, respecting other's views. L8 Range of identities of groups in UK L11	Relationships Valuing difference R10 Working collaboratively towards shared goals R11 Negotiation and compromise to resolve disputes R12 To recognise and challenge stereotypes R13/16/17 Discrimination R14/R18 Recognise and manage dares R15 Personal boundaries and privacy R21	Health and Wellbeing Different influences on food and diet H3 Images on media and their affects H4 Managing complex or conflicting emotions H6/H7 Coping with change and transition H8 Strategies for managing risks H9/10/11	Living in the Wider World Finance in life, consumers. L13 Importance of looking after money L14 Setting up enterprise L16 Critical of what they see in media L17/18
Values	Patience	Happiness	Responsibility	Honesty	Tolerance	Friendship
SMSC	Tolerance of those of different faiths.	Mutual respect	Individual liberty	Tolerance of different beliefs and cultures.	The rule of law	Democracy My Display

Display	French Classification. Kensuke	Science: how light travels Tectonic Plates / Geography Kensuke	RE Art – self portraits Music – Happy, performing. William Shakespeare – biography.	Healthy lifestyle Living things and habitats World War 2	Class project: fairground ride Electricity Art - Local area	Moving on Environment Outdoor Ed Democracy display
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