Ballifield Primary School Long Term Plan 2024-2025
Year 6

		Autumn		Spring		Summer	
English	**Read**	Weekly reading texts will be selected to support the term's science and geography learning, focusing on Darwin's Theory of Evolution and Climate & Biomes. Reading will follow a standard weekly structure, teaching the children discrete reading skills. The will learn to combine these separate skills to answer more challenging questions. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • make developed inferences drawing on evidence from the text (2d)	A range of short texts will be used to support and extend the children's knowledge of World War 2, which is the term's history focus. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate comparisons within texts (2h)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make accurate and appropriate comparisons within texts (2h) • accurately and selectively summarise main ideas, events, characters and information in fiction	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b) • make developed predictions that are securely rooted in the text (2e)	A range of short texts will be used to support and extend the children's wider curriculum knowledge. Children will: • identify / explain how the choice of language enhances the meaning of texts (2g) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • explain and justify inferences, providing evidence from the text to support reasoning (2d) • provide developed explanations for key information and events and for characters' actions and motivations (2b)

		• explain and justify inferences, providing evidence from the text to support reasoning (2d) • identify / explain how the choice of language enhances the meaning of texts (2g)	comparisons within texts (2h)	• identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	and non-fiction texts (2c)	• identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)	
	Write	This half term we will reading the book **Skellig, by David Almond** Setting description – entering the garage and finding Skellig Formal Letter Rewrite ending of Skellig	During the half term, writing will draw on and support the children's growing knowledge of WW2. We will be using the texts **Goodnight Mr Tom, by Michelle Magorian** and **Carrie's War, by Nina Bawden** during the half-term. - Research and write a non-chronological report on the Blitz. - Write a diary in role as an child during the blitz - Write a letter home as an evacuated child on their first night in the country.	**Journey to River Sea, by Eva Ibbotson** Amazon research – persuasive writing (deforestation) Diary – Mina's hopes and fears for new place and family (exercise an assured control of tenses – past, present and future) Setting description – blue lagoon chap 7 pg 96	**Coraline, by Neil Gaiman** Setting description – entering the tunnel Character description – other mother Rewrite final chapter	**Alma** Narrative to retell to retell the film clip	**The Raven, by Edgar Allen Poe.** - - Practise and perform - Rewrite in prose with a focus on creation of mood through setting and character description.
	Spell	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed

Maths	Number Place Value Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers Addition, Subtraction, Multiplication, Division Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts	Fractions (A) Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems Fractions (B) Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole Converting units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures	Ratio **Step 1 Add or multiply?** **Step 2 Use ratio language** **Step 3 Introduction to the ratio symbol** **Step 4 Ratio and fractions** **Step 5 Scale drawing** **Step 6 Use scale factors** **Step 7 Similar shapes** **Step 8 Ratio problems** **Step 9 Proportion problems** **Step 10 Recipes** Algebra **Step 1 1-step function machines** **Step 2 2-step function machines** **Step 3 Form expressions** **Step 4 Substitution** **Step 5 Formulae** **Step 6 Form equations** **Step 7 Solve 1-step equations** **Step 8 Solve 2-step equations** **Step 9 Find pairs of values** **Step 10 Solve problems with two unknowns** Decimals Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context	Fraction- Decimals and Percentages **Step 1 Decimal and fraction equivalents** **Step 2 Fractions as division** **Step 3 Understand percentages** **Step 4 Fractions to percentages** **Step 5 Equivalent fractions, decimals and percentages** **Step 6 Order fractions, decimals and percentages** **Step 7 Percentage of an amount – one step** **Step 8 Percentage of an amount – multi-step** Step 9 Percentages – missing values Measurement (Area, Perimeter, Volume) **Step 1 Shapes – same area** **Step 2 Area and perimeter** **Step 3 Area of a triangle – counting squares** **Step 4 Area of a right-angled triangle** **Step 5 Area of any triangle** **Step 6 Area of a parallelogram** **Step 7 Volume – counting cubes** **Step 8 Volume of a cuboid** Statistics **Step 1 Line graphs** **Step 2 Dual bar charts** **Step 3 Read and interpret pie charts** **Step 4 Pie charts with percentages** **Step 5 Draw pie charts** **Step 6 The mean**	Geometry (Properties of Shapes) **Step 1 Measure and classify angles** **Step 2 Calculate angles** **Step 3 Vertically opposite angles** **Step 4 Angles in a triangle** **Step 5 Angles in a triangle – special cases** **Step 6 Angles in a triangle – missing angles** **Step 7 Angles in a quadrilateral** **Step 8 Angles in polygons** **Step 9 Circles** **Step 10 Draw shapes accurately** **Step 11 Nets of 3-D shapes** Geometry (Position and Direction) **Step 1 The first quadrant** **Step 2 Read and plot points in four quadrants** **Step 3 Solve problems with coordinates** **Step 4 Translations** **Step 5 Reflections**	Themed projects, Consolidation and Problem solving.
Science	**<u>Living things and their habitats</u>** We will: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and	**<u>Electricity</u>** We will: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and	**<u>Light</u>** We will: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light	**<u>The Circulatory System</u>** We will: Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood **Growth** **Process** **Cause and effect** **Observe** **Identify**	**<u>Variation and Adaptation</u>** We will: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that	**<u>Fossils</u>** We will: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

	animals based on specific characteristics. **Variation** **Observe** **Identify** **Classify** **Investigate** **Predict**	the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. **Observe** **Identify** **Investigate**	travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Cause & Effect** **Observe** **Investigate** **Predict**		adaptation may lead to evolution. **Variation** **Identify** **Classify** **Predict**	
Geography	**The Peak District** **Local Area study** The children will learn about Castleton and the surrounding area of the Peak District. They will locate it on a map of the UK, relating it and its proximity to Sheffield and Handsworth. They will use a range of mapping and other resources to investigate the characteristics of Castleton, and consider the impact of tourism on the area. **Place knowledge and locational knowledge** Pupils will investigate population, size, location and land use Pupils will investigate surrounding areas looking at the topography of Mam Tor and the Castleton Valley.		**Climates and biomes** **Human and physical processes** The children will begin to locate and learn about the different climate zones on Earth. They will begin to understand how plants and animals are interdependent, and recognise that environments can change and impact the plants and animals in that environment **Place knowledge and locational knowledge** Pupils locate world's biomes/vegetation belts Pupils develop locational knowledge of countries Identifying the position and significance of the Equator and the Tropic of Cancer and Capricorn (Y5 unit)		**Investigating world trade** **The World** The children will have briefly learnt about world trade in Year 4 when they learnt about the Amazon rainforest. This topic looks in more detail and begins to address the issues of world trade and trade links. They will see the interconnections of different countries, and understand how we are all linked as a global community. **Place knowledge and locational knowledge** Pupils will investigate a range of countries in North America and East Asia. Pupils will locate countries in the world using maps, and Atlases.	

	Geographical Skills and Field Work Pupils will use OS maps to understand contour lines and hold this reflects the actual 3D landscape. Pupils will learn to use 6-figure grid references to identify and locate points of interest on maps. Pupils will create surveys to investigate a human geography question. **Understanding** Pupils will understand how maps and landforms are related. Pupils will begin to understand how tourism can have and both positive and negative impacts. **Key objectives** To identify the link between OS symbols and real places, understanding how maps represent the real world. To identify and locate physical and human features on a map. (symbols) To use map skills to identify physical and human features of Castleton. To create a fact file about Castleton.	Pupils identify and understand why parts of the world are hotter **Geographical Skills and Field Work** Pupils use of OS maps/atlases/globes Pupils use compass points, grid references and use of aerial photographs Pupils interpret and use sketch maps/plans/graphs **Understanding** Pupils understand the position of Earth and how the position of Earth and its location to the sun affects the climate. Pupils begin to understand the changes to our climate and the effect it is having on living things and that things are all interdependent. **Key objectives** To understand how the position of Earth in relation to the sun affects climate. To understand what and where the world's main climate zones are. To read information from climate graphs and identify patterns in data. To understand the difference between climate and biome.	**Geographical Skills and Field Work** Pupils use atlases, globes and maps at a range of scales. Pupils use digital and computer mapping to locate countries and describe features. **Understanding** Pupils will understand and describe economic activity, including trade links. Pupils understand trade links of natural resources, including energy, minerals and water**.** **Key objectives** To understand how we are linked to people in other parts of the world. To identify some of the places that the things we buy come from. To understand what trade is and how it affects people and places in different ways. To understand how we are connected to, and affect, other people, places and environments through global trade and production. To describe how some of the everyday choices we make can affect other people, places and environments. To understand how goods reach or leave the UK. **Key concepts**

	To conduct a simple survey about how and why people visit Castleton. To interpret data collected from fieldwork. To understand how a location can change over time, To understand how the human impact of tourism can change a location in a positive and negative way. To understand how we can protect an area for the future. **Key concepts** Scale Contours Land use Tourism Distance Location Impact	To use the internet to answer a research question. To understand how plants and animals are interdependent. To recognise that environments can change, and have an effect on living things. **Key concepts** Place Scale Physical processes Human processes Interconnections Environments	Place Scale Physical processes Human processes Interconnections Environments
History	**World War II** Children will begin this unit by looking at what life was like after WWI and learn about the key events. They will then look at the Geography of the war. They will investigate the roles of different people during the war and how both women and men contributed to the war effort. They will explore the significance of the Blitz and discuss the value of historical fiction as a source of evidence. They will end the unit by exploring events that led to the end of the war as well as the lasting effects of the war.	**Sheffield Flood 1864** Children will look at a timeline of the events of the flood. They will then go on to explore the reasons the flood happened and the areas affected. They will use sources of evidence to analyse and attempt to assign blame. **CONCEPTS** Local History	**Crime and Punishment through the Ages** In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find

	CONCEPTS Achievements Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) **KNOWLEDGE** Know the key events leading to and during WWII Know the names of key people/countries during the war Know the roles of men and women in the war **SKILLS** Study different aspects of people – E.g. men and women Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Examine causes and results of great events and the impact on people Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Confidently use the library and internet for research Recognise primary and secondary sources Suggest omissions and contradictions in historical sources	**KNOWLEDGE** Know the key events of the Sheffield flood Know about John Gunson and his role in the flood **SKILLS** Place current study on timeline in relation to other studies and make links Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Pose historical questions then use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account **VOCABULARY** dam, burst, flood, overflow, Victorians, reservoir, embankment, river, claims, insurance, residents, death, register of birth/death, witness, statement	out about the development of the police force from the Victorian period right through to the new millennium. **CONCEPTS** Power (monarchy, government and empire) Civilisation (social and cultural) **KNOWLEDGE** I know what a crime is. I know what a punishment is. I understand that crime and punishment have changed over time. I can explain the significance of Roman law. I can interpret Anglo-Saxon sources about crime and punishment. I can interpret historical evidence to find out about crime and punishment in the past. I can compare the similarities and differences of crime and punishment across periods of time. **SKILLS** **VOCABULARY** crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.
Art	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	Pathway: Shadow Puppets Pathway for Years 5 & 6 Disciplines: Making, Drawing, Sketchbooks

	Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Key Concepts: • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.	Disciplines: Collage, Drawing, Sketchbooks Key Concepts: • That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	Key Concepts: That there are many traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories. • That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. • That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. • That we can work in collaboration with others to make a shared experience.
DT	**Food** **Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Design, make and evaluate a fruit crumble**	**Mechanical Systems** **Pulleys or gears** **Design and make controllable toy vehicle with gears or pulleys e.g. dragster off-road vehicle, sports car**	**Textiles** **Combining different fabric shapes** **Make a bag with a small pocket with zip fastening**

	NC: understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Investigate & evaluate • Explore and evaluate a range of existing products in the context of comparing different crumbles to understand where foods come from. • Use the basic principles of a healthy and varied diet in the context of comparing different ingredients crumbles • Classify and group foodstuff • Analyse appearance, smell, taste, texture, how grown, how produced, how eaten. Focus practical tasks • Cutting and slicing different food stuff • Tasting different food stuff • Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eat well Plate. • Measure and weigh ingredients appropriately. • Follow a recipe. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc.)	NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Investigate & evaluate • Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. • Use videos and photographs of products that cannot be explored through first-hand experience. • Use observational drawings and questions to develop understanding of products • Children research and, if possible, visit engineering and manufacturing companies that are relevant to the product they are designing and making e.g. Jaguar Land Rover, JCB, local companies Focus practical tasks • Using a construction kit, investigate combinations of two different sized pulleys to learn about direction and speed of rotation e.g.*?* AND/OR • Explore combinations of two different size gears meshed together. • Investigate the direction and speed of rotation focusing on how the size of the driver gear affects the speed of the follower gear. • Ask the children to use the number of teeth on each gear to decide upon the gear ratios e.g.	NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate & evaluate • Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. • Investigate work by designers and their impact on fabrics and products. Children investigate and analyse how existing products have been constructed. • Children disassemble a product and evaluate what the fabric shapes look like, how the parts have been joined, how the product has been strengthen and stiffened, what fastenings have been used and why. • Children investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles. Focus practical tasks • Develop skills of threading needles and joining textiles using a range of stitches. Develop skills of sewing textiles by joining right side together and making seams. • Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches. • Develop skills of 2-D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of a chosen product.

	• Combine food from different food groups to create healthy products Designing • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <u>Concepts</u> Design	• Build a working circuit that incorporates a battery, a motor and a handmade switch, such as a reversing switch. • Remind children about the dangers of mains electricity. • Draw a pictorial representation of the circuit or draw a circuit diagram using correct symbols. • Develop measuring, marking, cutting, shaping and joining skills using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Demonstrate the accurate use of tools and equipment. Designing • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.	Remind/teach how to pin a pattern on to fabric. • Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces. Investigate using art packages on the computer to design prints that can be applied to textiles using iron transfer paper. Designing • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups Children disassemble a product and evaluate what the fabric shapes look like, how the parts have been joined, how the product has been strengthen and stiffened, what fastenings have been used and why. • Children investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles. Focus practical tasks • Develop skills of threading needles and joining textiles using a range of stitches. Develop skills of sewing textiles by joining right side together and making seams. • Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.

	Make Evaluate		• Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <u>Concepts</u> Design Make Evaluate		• Develop skills of 2-D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric. • Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces. Investigate using art packages on the computer to design prints that can be applied to textiles using iron transfer paper. Designing • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups	
RSHE	M3) Why do we argue? M4) Who am I? Os7) Echo Chambers (N5) Os8) Does the internet make us happy? (L1) **Consent** **KS2** Giving and seeking permission British Values Introduction	Recap Fa 1 Fa 2 Fa3) Is there such a thing as a normal family? Os) Meeting Strangers P4 * Os) Online Stereotypes L5 * Racism **<u>Lesson 7: Representation matters</u>** British Values Rule of Law	Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? Fr7) How do we reduce sexism? Os) Verifying info online N3* **Consent** **KS2** Personal boundaries British Values Democracy	C4a) How can I be a great citizen? C4b) How can we make positive changes in the world? C5a) Why is money important? C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong?	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life? Os) Inaccurate health info L3* **Consent** **KS2** Appropriate and inappropriate touch British Values Respect and Tolerance	Recap G1, G2, G3 and G4 G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty G4) What is Menstruation?

				C7) What does it mean to be British? Os) Online Ads and money on the internet C1* Os) In App purchases and credit card info C5 Racism **Lesson 8: Myth busting anti-racism** British Values Individual Liberty		Sx1) How do plants and animals reproduce? (Statutory - Taught through science - does not include sexual intercourse) Sx2) Optional lessons on sexual reproduction/ (Not statutory - taught at the discretion of the leadership of each school) Os) Unhealthy Attention P3 * First Aid – Choking and basic life support. Head injuries. British Values
PE	**Tennis** Children develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve.	**Football** Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency	**Gymnastics** Children use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link	**Fitness** Children will take part in a range of fitness challenges to test, monitor and record their data. They will analyse data to identify areas where they have made	**Dodgeball** Children will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the	**Athletics** Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and

	Children develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Children are also given opportunities to reflect on their own and other's performances and identify areas to improve. **Netball** Children will develop a wide range of skills and will begin to use these. They will identify how different activities can benefit their physical health. Children will be able to identify when they are successful and what they need to do to improve. Children will use feedback to improve their work. They will work cooperatively with others to manage their own games. Children will understand the need for tactics and will be able to identify when to use them in different situations. Children will understand the rules of the netball and will be able to apply them honestly most of the time. They will be able to understand there are different skills for different situations and will begin to apply this in their games.	and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. **Dance** Children will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. Children will have opportunities to choreograph, perform and provide feedback on dance. Children think about how to use movement to convey ideas, emotions, feelings and characters. Children will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups	actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Children are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, children develop performance skills considering the quality and control of their actions. **Badminton** Children will develop a wide range of skills and will begin to use these. They will identify how different activities can benefit their physical health. Children will be able to identify when they are successful and what they need to do to improve. Children will use feedback to improve their work. They will work cooperatively with others to manage their own games. Children will understand the need for tactics and will be able to identify when to use them in different situations. Children will understand the rules of the badminton and will be able to apply them honestly most of the time. They will be able to understand there are different skills for different	the most improvement. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Children will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. They will work with others to organise, manage and record information at a station. They will understand the different components of fitness and ways to test and develop them. **American Football** Pupils will learn to keep possession of the ball using attacking skills. They will learn the games and tactics of American Football and discuss the game. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own	game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Children learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. **Tag Rugby** Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They	throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. **Rounders** Children develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. Children work

			situations and will begin to apply this in their games.	and others' performances and suggest improvements.	develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.	with a partner and group to organise and self-manage their own games. Children play with honesty and fair play when playing competitively.
Computing	**Computer Systems and Networks – Communication** To identify how to use a search engine To describe how search engines select results To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication	**Creating Media - Webpage creation** To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	**Programming A – Variables in Games** To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	**Data and Information – Spreadsheets** To identify questions which can be answered using data To explain that objects can be described using data To explain that formula can be used to produce calculated data To apply formulas to data, including duplicating To create a spreadsheet to plan an event To choose suitable ways to present data	**Creating Media – 3D Modelling** To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects To develop and improve a digital 3D model	**Programming B – Sensing** To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device
Music	**Charanga Unit - Happy** **Unit theme – Being happy!** **Genre - Pop/Neo soul** **Listen and Appraise songs:** • Happy by Pharrell Williams	**Charanga Unit - Glockenspiel 2 (Year 4 – Autumn 2)** **Unit theme / Genre** Exploring and developing playing skills using the glockenspiel. - Builds on learning from Glockenspiel 1 **Musical activities:**	**Charanga Unit - Classroom Jazz 2 (Year 6 – Autumn 2)** **Unit theme – Jazz, improvisation and composition** **Genre – Bacharach and blues**	**Charanga Unit - You've Got A Friend** **Unit theme – The Music of Carole King** **Genre – 70s Ballad/pop** **Listen and Appraise songs:**	**Charanga Unit - Music and Me** **Genre & Unit theme – Create your own music, inspired by your identity and women in the music industry** **Listen and Appraise songs:**	**Charanga Unit - Reflect, Rewind And Replay** **Genre - Western Classical music and your choice from Year 6** **Listen and Appraise songs:** • L'Autrier Pastoure Seoit (The Other Day

	• Top Of The World sung by The Carpenters • Don't Worry, Be Happy sung by Bobby McFerrin • Walking On Sunshine sung by Katrina And The Waves • When You're Smiling sung by Frank Sinatra • Love Will Save The Day sung by Brendan Reilly **Unit song:** Happy by Pharrell **Musical activities:** Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song **Perform the Song**	The child can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: • Mardi Gras Groovin' • Two-Way Radio • Flea Fly • Rigadoon • Mamma Mia Revisit these tunes from Stage 1: • Portsmouth • Strictly D • Play Your Music • Drive Compose using the notes C, D, E, F + G. **Perform and share**	**Listen and Appraise songs:** • Bacharach Anorak • Speaking My Peace • Take The A train • Meet the Blues • Back O' Town Blues • One O' Clock Jump **Unit song:** Bacharach Anorak and Meet The Blues. **Musical activities:** Learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising **Perform and share**	• You've Got A Friend by Carole King • The Loco-Motion sung by LIttle Eva • One Fine Day sung by The Chiffons • Up On The Roof by The Drifters • Will You Still Love Me Tomorrow by Carole King • (You Make Me Feel Like) A Natural Woman by Carole King **Unit song:** You've got a friend by Carol King **Musical activities:** **L**earn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song **Perform the Song**	• Something Helpful by Anna Meredith • O by Shiva Feshareki • Heroes & Villains by Eska • And! by Afrodeutsche • V-A-C Moscow by Shiva Feshareki • Shades Of Blue by Eska • The Middle Middle by Afrodeutsche **Musical activities:** **About the Artists** Inspirational Women in the Music Industry Getting to know the artists • Anna Meredith • Shiva Feshareki • Eska • Afrodeutsche **Create** In groups, the children will create their own music over the six steps/weeks. The options: 1. There are three different beats to choose from. • When you have chosen one, create your own lyrics, raps, melodies over that beat. • Create and practise your melodies in the Music Explorer Composition Tool	A Shepherdess Was Sitting) - Traditional - Early Music • Armide Overture by Jean-Baptiste Lully – Baroque • The Marriage Of Figaro: Overture by Mozart – Classical • Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic • Sonata For Horn In F by Hindemith - 20th Century • Homelands by Nitin Sawhney – Contemporary **Musical activities:** • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year **Perform and Share** **Replay** Prepare for a performance of songs and activities from the year.

					• Create your own lyrics and put it all together over your chosen beat 2. Quickbeats - create your own beats and rap over them; use the video tutorials provided for support **Perform, Share and Present**	
RE	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 Why do some people believe in God and some people not?
MFL	Phonetics lesson 4 (C) & At School (P)	Revisiting	The Weekend (P)	Revisiting	Me In The World (P)	Revisiting