









Where every child matters and is prepared for a future of possibilities



Year 6 Yearly Curriculum Overview: 2020 / 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Value	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE	 RESOURCEFULNESS	 REFLECTION & ASPIRATION
English Power of Reading Book and Genres	<p>There's a Boy in the Girls' Bathroom by Louis Satcher</p> <ul style="list-style-type: none"> • Informal letter of advice • Diary Entry • Contemporary narrative 	<p>Pax by Sara Penny Packer</p> <ul style="list-style-type: none"> • Non-chronological report • Character descriptions • A new chapter for Peter 	<p>Floodland by Marcus Sedgewick (use of Tom's Midnight Garden by Philippa Pearce)</p> <ul style="list-style-type: none"> • Persuasive speech • Diary entry • Narrative – a character back story 	<p>Goodnight Mr. Tom by Michelle Magorian (use of Letters From the Lighthouse by Emma Carroll)</p> <ul style="list-style-type: none"> • Informal letter home as an evacuee • Diary entry about an air raid • Narrative – short Blitz story • Formal letter of complaint (stand-alone) 	<p>The London Eye Mystery by Siobhan Dowd</p> <ul style="list-style-type: none"> • Explanatory text • Newspaper Report • Poetry – Iambic Pentameter / Sonnet 	
Grammar	<ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause • Use of the dash to mark the boundary between independent clauses • Use paragraphs to organise ideas • Use full stops at the end of every command or 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information • Layout devices [for example, headings, sub-headings, columns, 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms • The difference between structures 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using repetition of a word or phrase • Linking ideas across paragraphs using grammatical connections • Linking ideas across paragraphs using ellipsis • Use of the colon to mark the boundary between independent clauses • How hyphens can be used to avoid ambiguity. • Use short sentences, rhetorical questions and ellipsis to create atmosphere • Use direct speech to advance the action 	<ul style="list-style-type: none"> • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity 	



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	<p>statement sentence.</p> <ul style="list-style-type: none"> • Use capital letters at the beginning of sentences and for proper nouns • Use question marks correctly • Use apostrophes for contractions • Use punctuation for parenthesis • Spell most Year 3 / 4 words correctly • Use fronted adverbials <p>Terminology: dash, perfect form</p>	<p>bullets, or tables, to structure text]</p> <ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • Use pronouns to refer back to a point • Use expanded noun phrases, prepositional phrases, figurative language and personification to describe setting and character • Use commas within a list • Punctuate direct speech correctly • Spell some Year 5 / 6 words correctly <p>Terminology: subject, object, active, passive, colon, semi-colon, bullet points</p>	<p>typical of informal speech and structures appropriate for formal speech and writing</p> <ul style="list-style-type: none"> • The use of subjunctive forms • Use of the semi-colon to mark the boundary between independent clauses • Use modal verbs to show how likely an event is likely to happen • Use expanded noun phrase, prepositions phrases, figurative language and personification to describe settings and characters • Use –ed opening clauses • Use direct speech to shows a characters' feelings, thoughts or opinions. • Spell most Y5 /6 words correctly 	<ul style="list-style-type: none"> • Refer to the same person, object or event in a variety of ways • Use commas for clarity • Use different verb forms mostly accurately – present and past perfect, present continuous and past continuous. • Spell most Y5 /6 words correctly and use a dictionary to check other unusual spellings <p>Terminology: ellipsis, hyphen</p>	
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			Terminology: synonym, antonym, semi-colon			
Maths	<p>Place Value</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit; • Round any whole number to a required degree of accuracy; • Use negative numbers in context, and calculate intervals across zero; • Solve number and practical problems that involve all of the above. <p>All 4 operations</p> <ul style="list-style-type: none"> • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication; • Divide numbers up to 4 digits by a two-digit whole 	<p>Fractions</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination; • Compare and order fractions, including fractions > 1; • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions; • Multiply simple pairs of proper fractions, writing the answer in its simplest form; • Divide proper fractions by whole numbers; • Associate a fraction with division and calculate decimal fraction equivalents 	<p>Decimals and Percentages</p> <ul style="list-style-type: none"> • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places; • Multiply one-digit numbers with up to two decimal places by whole numbers; • Use written division methods in cases where the answer has up to two decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts; 	<p>Measure</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate; • 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 three decimal places; • Convert between miles and kilometres; • Recognise that shapes with the same areas can have different perimeters and vice versa; 	<p>Geometry - Properties of shapes</p> <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles; • Recognise, describe and build simple 3-D shapes, including making nets; • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius; • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, 	<p>Post SATs Investigations</p> <ul style="list-style-type: none"> • Theme park • Music concert • Finance



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	<p>number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context;</p> <ul style="list-style-type: none"> • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context; • Perform mental calculations, including with mixed operations and large numbers; • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations 	<p>for a simple fraction;</p> <p>Position and direction</p> <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants); • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<ul style="list-style-type: none"> • 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>Algebra</p> <ul style="list-style-type: none"> • Use simple formulae; • Generate and describe linear number sequences; • Express missing number problems algebraically; • Find pairs of numbers that satisfy an equation with two unknowns; • Enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> • Recognise when it is possible to use formulae for area and volume of shapes; • Calculate the area of parallelograms and triangles; • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. <p>Ratio and proportion</p> <ul style="list-style-type: none"> • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts; • Solve problems involving similar shapes where the scale factor is 	<p>and find missing angles.</p> <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average. 	
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	<p>involving the four operations;</p> <ul style="list-style-type: none"> • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 			<p>known or can be found</p> <ul style="list-style-type: none"> • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 		
Science	<p>How have plants and animals adapted and evolved over time?</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ♣ 	<p>How do we group and classify living things?</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based 	<p>How does the human body work?</p> <p>Animals Including Humans</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported 	<p>How do we see things?</p> <p>Light</p> <ul style="list-style-type: none"> • 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 <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects</p> <ul style="list-style-type: none"> • Use the idea that light travels in straight lines to 	<p>How can circuits be changed?</p> <p>Electricity</p> <ul style="list-style-type: none"> • 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 the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<p>How do Scientist and inventors do that?</p> <p>Scientists and Inventors</p> <ul style="list-style-type: none"> • About the life and work of Stephen Hawking, and carry out an investigation into Hawking's theories on black holes. • Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and classification of these creatures. • Effects of cholesterol on the heart and blood



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	<p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Mary Anning Charles Darwin</p>	<p>on specific characteristics.</p> <p>Carl Linnaeus</p>	<p>within animals, including humans.</p>	<p>explain why shadows have the same shape as the objects that cast them.</p>		<p>vessels in the footsteps of Marie Maynard Daly.</p> <ul style="list-style-type: none"> • Alexander Fleming and his discovery of penicillin, interpreting data in a scatter graph to come to a conclusion about the effects of penicillin • Evidence for human evolution, learning about Mary Leakey and her role in finding significant fossil evidence, and what her fossils prove about evolution. • Explore the circulatory system and find out about the medical, and social, advancements made by Dr Daniel Hale Williams. • Life and work of Steve Jobs, and his development of new electronics and technologies.
Science Skills	<ul style="list-style-type: none"> • Observing and raising questions about local animals 	<ul style="list-style-type: none"> • Using classification systems and keys, 	<ul style="list-style-type: none"> • Exploring the work of scientists and scientific 	<ul style="list-style-type: none"> • Deciding where to place rear-view mirrors on cars; 	<ul style="list-style-type: none"> • Systematically identifying the effect of changing one 	<ul style="list-style-type: none"> • Set up an enquiry into the effects of black holes;



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	<p>and how they are adapted to their environment;</p> <ul style="list-style-type: none"> • Comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels; • Analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. 	<p>children identify some animals and plants in the immediate environment;</p> <ul style="list-style-type: none"> • They research unfamiliar animals and plants from a broad range of other habitats, including North America, and decide where they belong in the classification system. 	<p>research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works; investigate the relationship between light sources, objects and shadows by using shadow puppets; extend their experience of light by looking at how objects look bent in water and coloured filters.</p>	<p>component at a time in a circuit; designing and making a lamp with a dimmer and a doorbell.</p>	<ul style="list-style-type: none"> • Draw a diagram of their observations from an enquiry into black holes; • Construct a scatter graph from a table of results; • Explain their observations from an enquiry • Use a scatter graph; • Use recognised symbols to represent computer components
<p>History/ Geography Enquiry Question and knowledge</p>	<p>What's so special about North and South America?</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</p>	<p>Is Manchester as amazing as Rome and Mexico City?</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</p>	<p>How did the Benin civilization compare with Britain at the time?</p> <p>A non-European society that provides contrasts with British history</p>	<p>How did WW2 affect the Children of Britain?</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Which country is most likely to experience a natural disaster?</p> <p>Volcanoes and Earthquakes / OS maps</p>	



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	<p>their environmental regions, key physical and human characteristics, countries, and major cities the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Kingdom, a region in a European country, and a region within North or South America</p> <p>Manchester, Mexico City, Rome</p>			
History / Geography skills	<ul style="list-style-type: none"> • Suggest questions for investigating; • Collect and record evidence unaided; • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, looking at patterns and explain reasons behind it; • Use a scale to measure distances; • Draw/use maps and plans at a range of scales. 	<ul style="list-style-type: none"> • Use primary and secondary sources of evidence in their investigations; • Investigate places with more emphasis on the larger scale, contrasting and distant places; • Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map; • Begin to use 6 figure grid references; • Use latitude and longitude on atlas maps; 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies; • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings; • Compare beliefs and behaviour with another time studied; • Link sources and work out how conclusions were arrived at; • Confidently use the library and internet for research; 	<ul style="list-style-type: none"> • Use relevant dates and terms; • Sequence up to 10 events on a time line; • Write another 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; • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, being aware that different evidence will lead to different conclusions; recognise primary and secondary sources; use a range of sources to find out about an aspect of time past; • Suggest omissions and the means of finding out; bring knowledge gathered from several sources together in a fluent account; • Select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data; • Begin to draw plans of increasing complexity; • Use/recognise OS map symbols; • Use atlas symbols; draw a plan view map accurately; • Use OS maps; • Confidently use an atlas; • Recognise world map as a flattened globe.



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		<ul style="list-style-type: none"> • Follow a short route on an OS map; • Describe features shown on OS map; • Locate places on a world map; • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. 		
Art/ Design and Technology	<p>Design and Technology</p> <p>Felt phone cases</p> <ul style="list-style-type: none"> • Sewing skills – running, back-stitch, • Gluing • Applying decoration-buttons, beads, sequins, ribbons • Dyeing and printing 	<p>Art</p> <p>Art inspired by Rome, Manchester and Mexico City.</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or 	<p>Design and Technology</p> <p>Burgers</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate; • Develop, model and communicate their ideas through discussion, annotated 	<p>Art</p> <p>WW2 inspired</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas and processes to use in their work; • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; • Be familiar with layering prints; • Be confident with printing on paper and fabric; • Alter and modify work; • Work relatively independently; • Awareness of the potential of the uses of material; • Use different techniques, colours and textures etc when designing and making pieces of work; • To be expressive and analytical to adapt, extend and justify their work; 	<p>Design and Technology</p> <p>Fairgrounds</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Terms - gears, pulleys, cams, levers, axle, chain; • Understand how a cam changes rotary movement into linear movement; • Understand the effects of using different sized gears on speed of rotation and effort needed; • Understand how pulleys help transfer movement



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		<p>mixed media, using a sketchbook.</p> <ul style="list-style-type: none"> • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • 	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Accurately evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 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 <p>Art</p>	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; • Adapt their work according to their views and describe how they might develop it further; • Use of ICT 	<p>and have similar effects as gears;</p> <ul style="list-style-type: none"> • Study the variety of fairground attractions and history of fairground rides. • Evaluate a toy with a cam and gears. How do gears and cams affect the movement of the parts? • Make simple model with cams. • Use a kit to explore the effects of different gear combinations and pulleys. • Design a fairground attraction that either uses either cams, gears or pulleys to alter movement. This may be battery operated • Using kits to alter speed and direction of movements with cams, pulleys and gears.
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			<p>3D sculptures to create replica artefacts.</p> <ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc; • Make a mould and use plaster safely; • Create sculpture and constructions with increasing independence. • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 			<ul style="list-style-type: none"> • Use appropriate mechanisms to fulfil design briefs. • Cutting, joining and strengthening. Use different finishing techniques including painting.
RE	<p>Islam – 5 Pillars of Islam</p> <p>Look at each pillar in detail. Islam is both a religion and a way of life. .</p>	<p>Christmas Around the World</p> <p>How Christmas is celebrated in different countries.</p>	<p>Hinduism – Belief in Action</p> <p>How beliefs in Karma, Samsara and Moksha help Hindus to lead a good life. .</p>	<p>Easter</p> <p>Impact of Jesus on the people around him. Belief that Jesus was the Son of God who rose from the dead. Betrayal by Judas.</p>	<p>Judaism – Bar and Bat Mitzvah</p> <p>Investigate and discuss issues around becoming an adult.</p>	<p>Leaders and Teachers</p> <p>Lives of significant religious figures and their importance to believers. Explore how religious faith helps people deal with life events. What is inspiration?</p>



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<p>PE</p> <p>Mr Lord will be in school on a Friday to deliver the PE for KS2 as part of teacher training.</p>	<p>Quick Sticks Hockey (event Autumn 2)</p> <ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending. <p>Multi-skills</p> <ul style="list-style-type: none"> • Generate & implement ideas and strategies to solve problems; • Communicate clearly and cooperatively with others. 	<p>Basketball (event Spring 1)</p> <ul style="list-style-type: none"> • Use a wider range of skills in game situations. • Play cooperatively with a partner / in a team. • Demonstrate good decision making when making shots within a game. • Identify and use a variety of tactics. <p>Dance</p> <ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. 	<p>Tag Rugby (event Spring 2)</p> <ul style="list-style-type: none"> • To select, link and perform rugby techniques; • Improve the consistency of each performance and skill. • Create and apply their technique according to the sport. • Analyse performance suggest areas for improvement and help influence others. • Take time to lead certain sections of group activities or oversee a game. <p>Netball</p> <ul style="list-style-type: none"> • To move across the court with ease, catch and pass the netball and defend your opponent • To use excessive force when accelerating, jumping and throwing the netball. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Understand what counter balance and counter tension is and show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Suggest changes and use feedback to improve a sequence. <p>Athletics</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. 	<p>Rounders (event Summer 2)</p> <ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation. <p>Athletics</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. <p>Lead a small group through a short warm-up routine.</p>	<p>Outdoor adventure activities</p> <ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. • Orientate and map efficiently to navigate around a course. <p>Cricket</p> <ul style="list-style-type: none"> • Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. • Pupils are able to assess their own performance and
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		Use appropriate language to evaluate and refine their own and others' work.	<ul style="list-style-type: none"> To rapidly change direction and your position with precise control to dodge and outwit your opponent. Generate & implement ideas and strategies to solve problems Communicate clearly and cooperatively with others 	<ul style="list-style-type: none"> Lead a small group through a short warm-up routine. 		<p>the performance of others to identify areas for development.</p> <ul style="list-style-type: none"> Pupils consistently demonstrate the sporting spirit values in a range of games situations Understand how to use equipment safely. Strike a bowled ball with increasing consistency. Use some tactics in the game as a batter, bowler and fielder. Select the appropriate action for the situation.
Music Charanga	Happy Style of main song: Pop/Neo Soul Unit theme: Being happy!	Classroom Jazz 2 Style of main song: Bacharach and Blues Unit theme: Jazz, improvisation and composition	A New Year Carol Style of main song: Classical or Urban Gospel Unit theme: Benjamin Britten's music and cover versions	You've Got A Friend Style of main song: 70s Ballad/Pop Unit theme: The music of Carole King	Music and Me Style of main song: Children create their own music inspired by their identity and women in the music industry	Reflect, Rewind & Replay Style of main song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music



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<p>MFL – French</p> <p>Language Angels</p>	<p>Moi dans la Monde (Me in the world)</p> <ul style="list-style-type: none"> • Reading and writing about the different countries in the Francophone world • Learning about the different festivals • Grammar - How to use a and en/au/aux. 	<p>Le Habitat (Habitats)</p> <ul style="list-style-type: none"> • Reading and writing about animals, their adaptation and their habitat • Grammar – The verbs ‘to grow’ and ‘to live’ in the present tense 	<p>A L’Ecole (At School)</p> <ul style="list-style-type: none"> • Learn the vocabulary of school subjects • Present opinions about school subjects orally and in writing • Grammar – definite articles with school subjects, first person singular of the verb ‘to study’ and the verb ‘to go’ 	<p>La seconde Guerre Mondiale (WW2)</p> <ul style="list-style-type: none"> • Improve reading and listening skills • Name countries and languages involved in WWII. • Grammar – Write a letter as an evacuee living in the countryside 	<p>Manger et bouger (Healthy lifestyles)</p> <ul style="list-style-type: none"> • Learn the vocabulary of exercise • Present and write a diary about their exercise • Grammar – The quantitative article ‘some’ 	<p>Le weekend (The Weekend)</p> <ul style="list-style-type: none"> • Present orally and in writing what they do at the weekend using connectives and time • Grammar – using connectives to create extended sentences
<p>Computing</p> <p>Delivered by Technola, watched by teacher for subject knowledge and training</p>	<p>Computer Science <i>Hello, World</i> Code Challenges L4</p> <p>Students are introduced to a fully textual programming language; they complete visual challenges that develop and test their core programming skills.</p>	<p>Computer Science <i>Go, Robot!</i> Physical System Game Development L2</p> <p>Students use the fully textual programming language introduced in the previous module to program a physical robot to play classic games such as <i>Pong</i>.</p>	<p>Digital Literacy <i>Creative Computing L3</i> Green Screen</p> <p>Students film short clips against a green screen background and use advanced video editing software to manipulate themselves into various scenarios. Students add themes, text and narration to</p>	<p>Digital Literacy <i>Computing in Society L4</i> Democracy</p> <p>Students consider how computing is affecting our society. They undertake research, debate topics, and create keynote presentations to present to the class. This module focusses on how democracy is influenced by computing; exploring</p>	<p>Digital Literacy <i>Minecraft Architects</i></p> <p>Students unleash their creativity by designing and building a multitude of creations within Minecraft. They are given challenges which increase in complexity, drawing on the need for problem solving and innovative thinking.</p>	<p>Digital Literacy & ICT Cross Curricular</p> <p>This segment of the year is reserved for cross curricular learning. Your Technola creative consultant will liaise with class teachers in half term five to suggest ways of using technology to enhance learning in other subjects.</p>



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			produce visually impressive videos.	aspects such as targeted advertising.		
PSHCE	<p>Emotional Health and Well-being, Feelings, Emotions and Relationships</p> <ul style="list-style-type: none"> • The importance of compromise through mediation and negotiation; • Understand trust and confidentiality and the dilemmas that can sometimes arise; • Challenging stereotypes • Learn how to be assertive and know how to deal with teasing, bullying and personal remarks. 	<p>Physical Health and Well-being</p> <ul style="list-style-type: none"> • Make a positive contribution to developing a healthy lifestyle; • Positive self-image; • Detailed knowledge of the dangers of smoking drugs and alcohol; • Be aware of peer influences in relation to taking unknown substances as well as alcohol and tobacco 	<p>Physical Health and Well-being</p> <ul style="list-style-type: none"> • Follow basic first aid procedures; • To recognise the pressure of unwanted physical contact and to know ways of resisting; • Make links between risks and decision making particularly in terms of substances and safety 	<p>Emotional Health and Well-being, Feelings, Emotions and Relationships</p> <ul style="list-style-type: none"> • To evaluate the appropriateness of information from a range of sources, including the media; • Have a positive self-worth and setting goals; • Causes of conflict and how they can be resolved peacefully; • Appreciate the feelings and views of others 	<p>Citizenship, Community and World</p> <ul style="list-style-type: none"> • Understanding of how democracy has developed in this country; • The role of MPs and the structure of parliament and appreciate how its decisions affect individuals and communities; • Appreciate the values of being a citizen in a democratic country; • Recognise the role of voluntary and community pressure groups; • Appreciate the work of aid organisations and charities; • Have and awareness of fairness in their global community; • Different types of pollution; • Research discuss and debate topical 	<p>Sex and Relationships</p> <ul style="list-style-type: none"> • To have a more detailed knowledge of the physical and emotional changes that happen to both girls and boys <p>Transfer to High School</p> <ul style="list-style-type: none"> • Explore hopes and feelings about the future



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					issues and deal with opposing views appropriately; <ul style="list-style-type: none">• Understand that resources (water) can be allocated in different ways and that these economic choices can affect individual communities and the environment• Develop skills to challenge discrimination – racism	
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