

Year 6 Curriculum Map 2023- 2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Island Living | Battles and Espionage | Lumos! | Mayans and Mountains | If you can dream it, you can do it! | ‘Everyone Deserves a Standing Ovation’ |
| Focus texts | Holes | Stormbreaker | Harry Potter and the Philosopher’s Stone | The Lion, the Witch and the Wardrobe | Skellig | Wonder |
| Trips | October Enrichment – Bowling | Secret nuclear bunker December Enrichment – Christmas Shopping | February Enrichment - Golf | Harry Potter Studios April Enrichment – Cinema | SATs Enrichment– 360 play | IOW Residential –July use fieldwork to measure, observe and record human and physical features of a UK location Chessington |
| Term events | Democracy week | Armistice Day ABW St Andrew’s Day Kindness Day | Los Reyes De Magos MLK day Burns Night Safer Internet Day | Chinese New Year Book Week Science Week St David’s Day St Patrick’s Day Easter | SATs Week St George’s Day Around the world in 24 hours | Isle of Wight trip Leavers’ ceremony July Sports Day |
| Maths Unit Title and Outcome | Autumn Number: Place Value (Weeks 1-2) | | Spring Number: Ratio (Weeks 1-2) Algebra (Weeks 3-4) | | Summer Geometry: Properties of shape (Weeks 1-3) Geometry: Position and Direction (Week 4) | |

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| | <p>Number: Addition, Subtraction, Multiplication and Division (Weeks 3-7)</p> <p>Number: Fractions A (Weeks 8-9)</p> <p>Number: Fractions B (Weeks 10-11)</p> <p>Measurement: Converting Units (Week 12)</p> | | <p>Number: Decimals (Weeks 5-6)</p> <p>Number: Fractions, decimals and percentages (Weeks 7-8)</p> <p>Measurement: Area, perimeter and volume (Weeks 9-10)</p> <p>Statistics (Weeks 11-12)</p> | | <p>Themed projects, consolidation and problem solving (Weeks 5-12)</p> | |
| | <p>Arithmetic: column addition (inc decimals) column subtraction (inc decimals) column multiplication short division method add and subtract fractions (2 weeks)</p> | <p>Arithmetic: Dividing fractions Fractions of amounts Percentages of amounts Squares, cubes and roots FDP</p> | <p>Arithmetic: X and divide by 10, 100 and 1000 Percentages of amounts 4 operations with fractions</p> | <p>Arithmetic: Gap filling</p> | <p>Arithmetic: Gap filling</p> | |
| Vocabulary | <p>Number number numeral zero one, two, three ... twenty teens numbers, eleven, twelve ... twenty twenty-one, twenty-two ... one hundred, two hundred ... one thousand ... ten thousand, hundred thousand, million none how many ...? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens, threes, fours, eights, fifties, sixes, sevens, nines, twenty-fives and so on to hundreds, thousands equal to equivalent to is the same as more, less most, least tally many odd, even multiple of, factor of factor pair sequence continue predict few pattern pair, rule relationship next, consecutive > greater than < less than</p> <p>≥ greater than or equal to ≤ less than or equal to Roman numerals integer, positive, negative above/below zero, minus negative numbers formula divisibility square number prime number factorise prime factor ascending/descending order digit total</p> <p>Place value ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more, one hundred more, one</p> | | <p>relative size proportion ratio comparison compare percentage solve problems proportionality unequal sharing scale factor formula, formulae equation unknown variable equivalent fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths ... hundredths, thousandths decimal, decimal fraction, decimal point, decimal place, decimal equivalent</p> <p>fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths ... hundredths, thousandths decimal, decimal fraction, decimal point, decimal place, decimal equivalent</p> | | <p>shape, pattern flat, linecurved, straight round hollow, solid sort make, build, construct, draw, sketch perimeter centre, radius, diameter circumference, concentric, arc net, open, closed surface angle, right-angled congruent intersecting, intersection plane base, square-based size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern line symmetry reflect, reflection axis of symmetry, reflective symmetry pattern, repeating pattern match regular, irregular 2-D shape, two-dimensional corner, side point, pointed rectangle (including square), rectangular, oblong rectilinear circle, circular triangle, triangular equilateral triangle, isosceles triangle, scalene triangle pentagon, pentagonal hexagon, hexagonal heptagon octagon, octagonal quadrilateral parallelogram, rhombus, trapezium, kite polygon right-angled parallel, perpendicular x-axis, y-axis, quadrant 3-D, three-dimensional face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere, spherical cone cylinder, cylindrical prism, triangular prism tetrahedron, polyhedron octahedron dodecahedron net, open, closed</p> | |

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| | <p>thousand more one less, ten less, one hundred less, one thousand less equal to compare order size first, second, third ... twentieth twenty-first, twenty-second ... last, last but one before, after next between</p> <p>add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more ... one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...?</p> <p>difference between equals is the same as number bonds/pairs/facts missing number tens boundary, hundreds boundary, ones boundary, tenths boundary inverse</p> <p>multiplication, multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed</p> <p>equivalent fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths ... hundredths, thousandths</p> <p>measure compare unit, standard unit metric unit, imperial unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as, approximately roughly just over, just under</p> <p>centimetre, metre, millimetre, kilometre, mile, yard, foot, feet, inch, inches length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ... to ... from edge, perimeter, circumference area, covers square centimetre (cm²), square metre (m²), square millimetre (mm²) ruler metre stick, tape measure</p> <p>big, bigger, small, smaller weight: heavy/light, heavier/lighter, heaviest/lightest tonne, kilogram, half kilogram, gram, pound, ounce weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales missing value</p> | | <p>millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ... to ... from edge, perimeter area, covers square centimetre (cm²), square metre (m²), square millimetre (mm²) ruler metre stick, tape measure, cube centimetre (cm³), cube metre (m³),</p> <p>proportion, in every, for every ratio percentage, per cent, % mean (mode, median, range as estimates for this) statistics, distribution, count, tally, sort, vote survey, questionnaire, data, database graph, block graph, pictogram represent group, set, list, table, chart, bar chart, frequency table, bar line chart Carroll diagram, Venn diagram line graph pie chart label, title, axis, axes diagram most popular, most common least popular, least common maximum/minimum value outcome mean (mode, median, range as estimates for this) statistics, distribution</p> | <p>over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from clockwise, anticlockwise compass point north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW horizontal, vertical, diagonal translate, translation coordinate movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn rotate, rotation angle, is a greater/smaller angle than degree right angle acute angle obtuse angle reflex angle reflection straight line ruler, set square angle measurer, compass, protractor</p> <p>pattern, puzzle problem, problem solving mental, mentally what could we try next? how did you work it out? show how you ... explain your thinking explain your method describe the pattern describe the rule investigate recognise describe draw compare sort greatest value, least value mental calculation written calculation statement justify make a statement explain your reasoning</p> | | |
| <p>English</p> | <p>Icarus and Daedalus with dialogue (as first assessment piece)</p> | <p>Biography</p> <p>Suspense Writing with dialogue</p> | <p>Newspaper report</p> <p>Diary/Recount</p> <p>NCR – quidditch</p> | <p>Descriptive writing – Narnia scene</p> <p>Poetry – traditional/verses</p> | <p>Story opening – finding a creature</p> <p>Science Experiment- Exercise</p> | <p>NCR – Year 6</p> <p>Myths and legends – publish edit.</p> |

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| | Information text –and Camp Green Lake Diary entry – As Stanley Yelnats | Poetry – structured poetry (seasons) Poetry – Classical | | Balanced Argument – should the children go to Cair Paravel | | Speaking and listening – Drama |
| Science | Evolution and Inheritance ☒ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☒ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ☒ identifying scientific evidence that has been used to support or refute ideas or arguments. ☒ recognise that living things have changed | Electricity ☒ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☒ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☒ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ☒ using test results to make predictions to set up further comparative and fair tests | Light ☒ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☒ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☒ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | Animals including humans ☒ using test results to make predictions to set up further comparative and fair tests ☒ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ☒ identifying scientific evidence that has been used to support or refute ideas or arguments. 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 within animals, including humans. | | All Living Things- Classification HRSE ☒ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☒ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☒ recording data and results of increasing |

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| | <p>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>☐ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>☐ 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>☐ using test results to make predictions to set up further comparative and fair tests</p> <p>☐ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>☐ identifying scientific evidence that has been used to support or refute ideas or arguments.</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</p> | | <p>complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>☐ identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>☐ 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</p> <p>☐ give reasons for classifying plants and animals based</p> |
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| | | | <p>because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> ☐ 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 ☐ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | | <p>on specific characteristics</p> |
| <p>Working Scientifically</p> <ul style="list-style-type: none"> ☐ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☐ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☐ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ☐ using test results to make predictions to set up further comparative and fair tests ☐ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ☐ identifying scientific evidence that has been used to support or refute ideas or arguments. | | | <p>Equipment Variable Test Results Hypothesis Question Conclusion Record Repeat Reliable Evidence</p> | | |

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| Vocabulary | Evolution Inheritance Fossils Sap Amber Ice Preserve Disintegrate Sediment Pressure Mesohippus Species Adapt Change Develop Environment Equus Habitat Helpful mutation Unhelpful mutation Abilities Survival Natural selection Variation Fittest Dinosaur Chimpanzee Darwin | Component Switch Bulb Battery Cell Motor Buzzer Wire Symbol Brightness Loudness Represent Precaution Test Trial and error | Light source Reflection Shadow Refraction Straight line Periscope Mirror Shadow Spectrum Distance Prism Rainbow White Filter Absorb | Circulation Digestion Minerals Nutrients Heart Lungs Veins Arteries Blood vessels Oxygenated Deoxygenated Capillaries Germs Bacteria Breathing rate Pulse rate Exercise Skeleton Function Harmful substance/Alcohol/impact Health Lifestyle Scientific research Stomach Liver Oesophagus Pancreas Small intestine Large intestine Digestion Cancer | Classification Micro-organism Subdivision Mammal Bird Fish Amphibian Reptile Arachnid Mollusc Insect Crustacean Plant Vascular Non-vascular Carl Linnaeus Vertebrate Invertebrate Exoskeleton Pioneer Key Environment |
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| <p>Computing</p> | <p>Computing systems and networks - Communication and collaboration</p> <p>National curriculum objectives:</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise</p> | <p>Creating media – Web page creation</p> <p>National curriculum: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>Programming A – Variables in games</p> <p>National curriculum objectives:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>Data and information – Spreadsheets</p> <p>National curriculum objectives:</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data | <p>Creating media – 3D Modelling</p> <p>National curriculum objectives:</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To recognise that you can work in three dimensions on a computer | <p>Programming B - Sensing movement</p> <p>National curriculum objectives:</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work</p> |
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| | <p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication | <p>Lesson objectives:</p> <ul style="list-style-type: none"> -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 | <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data | <ul style="list-style-type: none"> -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model | <p>and to detect and correct errors in algorithms and programs</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Lesson objectives:</p> <ul style="list-style-type: none"> -To create a program to run on a controllable device |
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| | | | -To evaluate my project | | | -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device |
| Geography | Islands Discuss how to formulate meaningful geographical enquiry questions and investigate possible answers(e.g What evidence is there that...?Is there a pattern | WW2 Discuss how to formulate meaningful geographical enquiry questions and investigate possible answers(e.g What evidence is there that...?Is there a pattern | Investigating why historical figures are on banknotes Discuss how to formulate meaningful geographical enquiry questions and investigate | Mountains(Spring 2 Summer 1) Discuss how to formulate meaningful geographical enquiry questions and investigate possible | Our Changing World (Summer 2) Discuss how to formulate meaningful geographical enquiry questions and investigate possible answers(e.g What evidence is there that...?Is there a pattern between...? Throughout:asking geographical questions | |

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| | <p>between...? Why did X change ...?)</p> <p>Describe and understand key aspects of physical geography (island formation)</p> <p>Enhance locational and place knowledge (IoW information text)</p> <p>Recognising ordnance survey symbols</p> <p>Using ordnance survey maps</p> <p>Naming and using the 8 compass points (IoW)</p> <p>Reading maps/plans and using scales (IoW maps)</p> <p>Recognising and using 4 figure grid references (and extending to 6 figure)</p> <p>Extending map skills to non-UK countries using atlases and maps (islands around the world)</p> <p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a</p> | <p>between...? Why did X change ...?)</p> <p>Use co-ordinates to build knowledge of the UK (Bitzing)</p> <p>Locate countries around the world (including Russia, North and South America) (Axis and Allies)</p> <p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Throughout: asking geographical questions. Using secondary sources of information.</p> <p>Why did x change?)- Which countries fought in WW2? Where was World War 2? How did the war affect the land?</p> <p>Use co-ordinates to build knowledge of the UK</p> | <p>possible answers(e.g What evidence is there that...?Is there a pattern between...? Why did X change ...?)</p> <p>Using maps to locate areas of England – counties. (Investigating why historical figures are on banknotes)</p> <p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x chan Throughout: asking geographical questions. Using secondary sources of information. ge?)-</p> | <p>answers(e.g What evidence is there that...?Is there a pattern between...? Why did X change ...?)</p> <p>Understand how mountains are formed</p> <p>Map skills – locating mountain ranges in and outside the UK (use of maps/atlas)</p> <p>Drawing maps to scale (mountains plotted onto maps)</p> <p>Appreciate the varying climates found in mountainous areas</p> <p>Create geographical diagrams/graphs/ charts</p> <p>Use understanding of geographical features to write an explanation</p> | <p>Develop understanding of difference between human and physical geography and how they interact</p> <p>Understand processes involved in the water cycle and how this affects floods and climate change</p> <p>Recap: Understand how humans affect the environment over time and ways to prevent this</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley,</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of rivers</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.</p> |
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| | <p>pattern between...; Why did x change?)- Throughout: asking geographical questions. Using secondary sources of information.</p> <p>TigTag- Islands:</p> <p><i>TigTag- Islands: What is an island? What do we call items that are brought in from other countries? Why is the sea important to the islanders? In which ocean is Easter Island located? How did the inhabitants of Easter Island originally make use of the island's natural resources? Why were all the trees eventually removed from Easter Island?</i></p> <p>TigTag- Ordnance surveys: What is the name of the organisation responsible for mapping Great Britain? Who might use Ordnance Survey maps? What is the first thing that you must do when</p> | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (specific to the World War) Name and locate some major cities in Europe and other countries linking to WW2 (linking to topic)</p> <p>Locate countries around the world (including Russia, North and South America)</p> <p>Name and locate some major cities in Europe and other countries linking to WW2</p> | <p>How many counties are there in England? Is the map drawn to scale? Why?</p> <p>Use co-ordinates to build knowledge of the UK</p> <p>Recap: Use world maps, atlases and globes to identify the UK, its countries and counties</p> | <p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- Throughout: asking geographical questions. Using secondary sources of information.</p> <p><i>TigTag- Mountains What are mountains? What is the highest point of a mountain called? What is the outer layer of the Earth called? What is the Earth's crust divided into? How are fold mountains formed? What does altitude mean?</i></p> | <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers</p> <p>Recap: Develop understanding of difference between human and physical geography and how they interact</p> |
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| | <p>trying to navigate from one place to another? What piece of equipment would you use in order to make sure you are facing north? What is a map key? What are the brown lines on an Ordnance Survey map known as?</p> <p>Use keys and symbols- differentiating countries, capital cities, rivers, main cities, roads, mountain ranges and airports</p> <p>Name and use the 8 points of a compass. Use simple compass directions. Use other directional language (forwards/ backwards/ horizontal/ vertical/ top/ middle/ bottom/ left/ right/ centre).</p> <p>Use globes, maps, plans at a range of scales - i.e. following a route on map and make maps and plans and use ordnance survey maps and their</p> | | | <p><i>Why do climbers find it difficult to breathe at high altitudes? What do most mountaineers do to prevent altitude sickness?</i></p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain, magma and how mountains are formed</p> <p>Appreciate the varying climates found in mountainous areas</p> <p>Compare and contrast an area of the UK and of Europe (Islands and Mayan countries)</p> <p>Examine how the land in a region of Europe and South America has</p> | |
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| | <p>symbols. Drawing these to scale.</p> <p>Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures and diagrams) and conduct research on an area related to topics (islands).</p> <p>Recognising and using 4 figure grid references</p> <p>Recap: Develop understanding of difference between human and physical geography and how they interact</p> <p>Compare the UK to islands around the world</p> <p>Describe and understand key aspects of physical geography (island formation)</p> <p>Recognising lines of latitude and longitude</p> <p>Locating and understanding biomes and vegetation belts</p> | | | <p>changed over time and predict what this might be like in the future focussing on human impact and ways to change this.</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK</p> | |
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| | <p>Recap: locating continents, countries and cities around the world</p> <p>Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)-</p> <p>Compare the UK to islands around the world</p> <p>Discuss why the weather is different around the world and compare this to the UK using geographical vocabulary (specific to topic-Islands)</p> <p>Compare and contrast an area of the UK and of Europe (Islands and Mayan countries Spring 2)</p> <p>Recognising lines of latitude and longitude</p> | | | | |
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Locating and understanding biomes and vegetation belts

Recap: locating continents, countries and cities around the world
Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers

(e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)-

What is longitude?

What is latitude?

What is a biome?

What is a vegetation belt?

How does the climate change?

How has the land changed?

What may happen to the land in the future? Why?

Make observations of weather patterns the UK and compare to other places and relate to the equator, the tropics and discuss places visited.

Explain how weather changes with each season and discuss how this is different in other countries and why. Discussing the tilt of the Earth and the equator

Recap: Develop understanding of difference between human and physical geography and how they interact

Locating and understanding biomes and vegetation belts
Understand processes involved in the water cycle and how this affects floods and climate change

Recap: Understand how humans affect the environment over time and ways to prevent this

Recap: Understand and explain the location of hot and cold areas of the world in relation to the Equator, hemispheres,

tropics and the North and South Poles

Discuss countries that pupils have connections with (heritage or visited) and describe a places outside across the globe using geographical terms and express own views about people, places and environments

Recap: Use world maps, atlases and globes to identify the UK, its countries and counties and name the 5 oceans.

Recap: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Locate countries around the world (including

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| | <p>Russia, North and South America)</p> <p>Identify the 7 continents and their characteristics and why. Discuss similarities and differences</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK</p> | | | | |
| Geographical vocabulary | <p>Northings</p> <p>Eastings</p> <p>Ordnance survey</p> <p>Key</p> <p>Legend</p> <p>Continental</p> <p>Barrier</p> <p>Oceanic</p> <p>Tidal</p> <p>Artificial</p> <p>Coral</p> <p>Sources</p> <p>Extend</p> <p>Eruption</p> <p>Symbol</p> <p>Sign</p> <p>Compass</p> | <p>Coordinate</p> <p>Axes</p> <p>Location</p> <p>Grid reference</p> <p>River</p> <p>Population</p> <p>Buildings</p> <p>Landmarks</p> <p>Bridges</p> <p>Skyline</p> <p>Landscape</p> | <p>County</p> <p>Locate</p> <p>Coast</p> <p>South</p> <p>North</p> <p>East</p> <p>West</p> <p>Region</p> <p>Area</p> <p>County names, i.e.: Kent, Devon, Northumberland, Essex, Norfolk, Suffolk, Lancashire, Warwickshire, Yorkshire,</p> | <p>Fold mountain</p> <p>Volcanic mountain</p> <p>Fault-block mountain</p> <p>Dome</p> <p>Plateau</p> <p>Temperature</p> <p>Fahrenheit</p> <p>Centigrade</p> <p>Oxygen</p> <p>Height</p> <p>Range</p> | <p>Biome</p> <p>Vegetation</p> <p>Habitat</p> <p>Environment</p> <p>Longitude</p> <p>Latitude</p> <p>Tropic of cancer</p> <p>Tropic of Capricorn</p> <p>Vegetation belt</p> <p>Continent</p> <p>Europe</p> <p>Africa</p> <p>Oceania</p> <p>Asia</p> <p>North America</p> <p>South America</p> <p>Antarctica</p> |

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| | <p>Navigate North North East East South East South South West West North West North Miles Kilometres Metres Sea level Grid reference Figure</p> | | <p>Cambridge, Bedfordshire East Anglia</p> | | <p>Time zone Climate change Greenhouse gas</p> | | | | |
| <p>Year 6 Vocabulary: societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda significant interpretations advancements causes in history British Empire</p> | <p>What was the impact of World War 2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources</p> <p>Vocabulary</p> | 1 | Why did Britain go to war in 1939? | <p>Unheard histories: Who should feature on the £10.00 banknote?</p> <p>Investigating why historical figures are on banknotes, learning about the criteria for historical significance,</p> | 1 | Who features on bank notes and why? | <p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities.</p> | 1 | Who were the Maya and where did they live? |
| | | 2 | Who won the battle of Britain? | | 2 | Was Alfred the Great or Elizabeth I the more significant monarch? | | 2 | How did the Maya settle in the forest? |
| | | 3 | What do sources tell us about the Blitz | | 3 | How were Ellen Wilkinson and Betty Boothroyd historically significant? | | 3 | What similarities existed between the Maya and Anglo Saxon home? |
| | | 4 | What was the evacuation like for children? Part 1 | | 4 | Why was William Tuke significant? | | 4 | What did Maya people believe? |

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| relationships mono- cultural/ multicultural society | | 5 | What was the evacuation like for children? Part 2 | participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00 | 5 | Who was more significant? Lily Parr or Betty Snowball | Using primary evidence, they examine theories into how the Maya cities declined | 5 | What do archaeological remains tell us about Maya cities? |
| | | 6 | What impact did WW2 have on women's lives? | | 6 | Who will be the face of the new £10 note? | | 6 | The decline of Mayan cities man made or natural disaster? |
| | | 7 | How did Migrants help the war effort? | | | | | | |

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| Vocabulary | Sources Primary Secondary Timeline Chronology Sequence Prehistory Roman Dark Ages Medieval Tudor Stuart Georgian Victorian Modern Landmark | Sources Cause Effect Axis Allies Hitler Blitz Spitfire Messerschmit Holocaust Espionage Battle of Britain Invade Surrender Terms Attack Baileys bridge Technology Evacuate Rationing Concentration camp Bomb Treaty D-Day VE Day | Sources Cause Effect Primary Secondary With Witch hunter Trial East Anglia Potions Weather control Familiars Cauldron Matthew Hopkins Hanging Swimming Spirit Watching | BC AD hunter gatherer Settle Farming Region Mesoamerica Social structure Rulers Pyramids City state Lowland Europe Mexico Central America Weave Ceramics | BC AD hunter gatherer Settle Farming Region Mesoamerica Social structure Rulers Pyramids City state Lowland Europe Mexico Central America Weave Ceramics | |
| Art | Sculptures and Collage Island Living | Printing/Painting Battles and Espionage | Textiles/ 3D Sculpture and Drawing Lumos! | Collage/3D/ Sculpture/Painting Mayans and Mountains | Painting If you dream it, you can do it! | Cooking Cakes |
| | Create an image inspired by the work of the Artist Shepard Fairey aka 'Obey' (2 lessons) | Paint and print a picture of the London Blitz skyline in silhouette (2 lessons) | Sketching a scale drawing of Hogwarts | Create a collage of a mountain (2 lessons) | Create a painting in the style of Edward Hopper and/or L S Lowry (1 Lesson) | Recreate an abstract image using polystyrene tiles |

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| <p>Select and use materials independently</p> <p>Recognise artists and their achievements</p> <p>Record ideas and make changes in a sketch book</p> <p>Use appropriate scale and proportion</p> <p>Analyse use of art in various contexts</p> <p>Study and understand art from a different era and apply principles to a piece</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Create an Island scene using perspective (2 Lessons)</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Analyse use of art in various contexts</p> | <p>Record ideas and make changes in a sketch book</p> <p>Analyse use of art in various contexts</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Developing use of contrast and colour in a project piece</p> <p>Purposely control types of colour mixing to create desired shades and tones</p> <p>Develop style using a range of techniques and materials</p> <p>colour washes</p> <p>Record ideas and make changes in a sketch book</p> <p>Study and understand art from a different era and apply principles to a piece</p> <p>Analyse use of art in various contexts</p> | <p>Record ideas and make changes in a sketch book</p> <p>Analyse use of art in various contexts</p> <p>Select and use materials independently</p> <p>Develop style using a range of techniques and materials</p> <p>To develop techniques and skills for character drawing and apply them independently</p> <p>Use and apply a range of clay techniques independently</p> <p>Sketching bodies and faces (2 Weeks)</p> <p>Record ideas and make changes in a sketch book</p> | <p>Record ideas and make changes in a sketch book</p> <p>Select and use materials independently</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Develop style using a range of techniques and materials</p> <p>Analyse use of art in various contexts</p> <p>Design a Mayan God using the colours/images typical of the culture using clay (1 Lesson)</p> <p>Record ideas and make changes in a sketch book</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> | <p>Developing use of contrast and colour in a project piece</p> <p>Record ideas and make changes in a sketch book</p> <p>Analyse use of art in various contexts</p> <p>Purposely control types of colour mixing to create desired shades and tones</p> <p>Paint an image of where you would like to be in 20 years (1 lesson)</p> <p>Record ideas and make changes in a sketch book</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Developing use of contrast and colour in a project piece</p> <p>Purposely control types of colour mixing to create desired shades and tones</p> <p>Analyse use of art in various contexts</p> | <p>as printing tools (2 lessons)</p> <p>Design</p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and</p> |
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| <p>Understanding how drawing the shapes in a landscape contribute to effect</p> <p>Record ideas and make changes in a sketch book</p> <p>Create line tone, pattern and texture</p> <p>Perspective drawing</p> <p>Develop style using a range of techniques and materials</p> <p>To understand when different types of pencil mark are appropriate: i.e. faint lines for rubbing out, darker lines for definition</p> <p>Using shading to create movement</p> <p>Perspective, Focal point, Vanishing point, Horizon line, Composition, Scale, Proportion, Line, Tone, Pattern, Texture, Contrast</p> <p>Design and make an exploding volcano out of clay (2 lessons)</p> | <p>Develop style using a range of techniques and materials</p> <p>Print a picture of Winston Churchill in a pop art form using pastels. (1 lessons)</p> <p>Record ideas and make changes in a sketch book</p> <p>Develop style using a range of techniques and materials</p> <p>Analyse use of art in various contexts</p> <p>Paint a poppy field scene using a range of mediums (2 lessons)</p> <p>Record ideas and make changes in a sketch book</p> <p>Develop style using a range of techniques and materials</p> <p>Analyse use of art in various contexts</p> | <p>Develop style using a range of techniques and materials</p> <p>Select and use materials independently</p> <p>Analyse use of art in various contexts</p> <p>Sculpture, Carving, Painting, Weaving, recycled, contexts, clay</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>Develop style using a range of techniques and materials</p> <p>Analyse use of art in various contexts</p> <p>Create line tone, pattern and texture</p> <p>To understand when different types of pencil mark are appropriate: i.e. faint lines for rubbing out, darker lines for definition</p> <p>Using shading to create movement</p> <p>Line, Tone, Pattern, Texture, Contrast</p> | <p>Record ideas and make changes in a sketch book</p> <p>Purposely control types of colour mixing to create desired shades and tones</p> <p>Developing use of contrast and colour in a project piece</p> <p>Analyse use of art in various contexts</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Watercolour wash, Blend, Primary colours, Foreground interest, Proportion, Tone, Shade, Pattern</p> | <p>computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Painting – create a banner for new your new school. (2 lessons)</p> <p>Record ideas and make changes in a sketch book</p> <p>Select and use materials independently</p> <p>Develop style using a range of techniques and materials</p> |
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| | <p>Develop style using a range of techniques and materials</p> <p>Select and use materials independently</p> <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Analyse use of art in various contexts</p> <p>Record ideas and make changes in a sketch book</p> <p>Use and apply a range of clay techniques independently</p> | | | | | <p>Use of different media to create effect (i.e. paint, pen, pencil)</p> <p>Analyse use of art in various contexts</p> <p>Proportion, style, Technique, material, sketch, effect</p> |
| Vocabulary | <p>Perspective</p> <p>Focal point</p> <p>Vanishing point</p> <p>Horizon line</p> <p>Composition</p> <p>Scale</p> <p>Proportion</p> <p>Line</p> <p>Tone</p> <p>Pattern</p> <p>Texture</p> <p>Contrast</p> <p>Mediums</p> | <p>Sketch</p> <p>Silhouette</p> <p>Relief</p> <p>Watercolour wash</p> <p>Blend</p> <p>Primary colours</p> <p>Foreground interest</p> <p>Proportion</p> <p>Tone</p> <p>Shade</p> <p>Pattern</p> <p>Print, sketch, Contexts, analyse,</p> | <p>Sew</p> <p>Prepare</p> <p>Make</p> <p>Mix</p> <p>Method</p> <p>Process</p> <p>Evaluate</p> <p>Seasonality</p> <p>Perspective</p> <p>Focal point</p> <p>Horizon line</p> <p>Composition</p> <p>Scale</p> | <p>Sculpture</p> <p>Carving</p> <p>Painting</p> <p>Weaving</p> <p>Feather working</p> <p>Stele</p> <p>Acrylic</p> <p>Varnish</p> <p>Structure</p> <p>Smooth</p> <p>Roll</p> <p>Coil</p> | <p>Sketch</p> <p>Silhouette</p> <p>Relief</p> <p>Watercolour wash</p> <p>Blend</p> <p>Primary colours</p> <p>Foreground interest</p> <p>Proportion</p> <p>Tone</p> <p>Shade</p> <p>Pattern</p> | <p>Composition</p> <p>Scale</p> <p>Line</p> <p>Tone</p> <p>Pattern</p> <p>Texture</p> <p>Contrast</p> <p>Mediums</p> <p>Print</p> <p>sketch</p> <p>Contexts</p> <p>analyse</p> |

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| | | | Proportion Line Tone Pattern Texture Contrast Mediums Sketch Foreground interest Proportion Shade | | | |
| DT | Clay work – creating a volcano Throughout: Show ideas through annotated diagrams/sketches Use and select tools and techniques safely and accurately Evaluate products and ideas Demonstrate and make modifications Use permanent joining techniques Develop coil, roll, pinch and press Carving and painting | Textiles – Harry Potter Bookmark-sewing Throughout: Show ideas through annotated diagrams/sketches 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 | Mayan Gods Throughout: Show ideas through annotated diagrams/sketches Use and select tools and techniques safely and accurately Evaluate products and ideas Demonstrate and make modifications necessary Use and apply a range of clay techniques independently | Design, make and evaluate a classic Butterfly-cake Throughout: Show ideas through annotated diagrams/sketches Use and select tools and techniques safely and accurately Evaluate products and ideas Demonstrate and make modifications necessary Use and apply a range of clay techniques independently Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate | | |

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| | | <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction</p> | | <p>Investigate and analyse a range of existing products – compare their product to what is already on the market</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
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| | | <p>Materials and textiles according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>Investigate and analyse a range of existing products – compare their product to what is already on the market</p> <p>Use and select tools and techniques safely and accurately</p> <p>Evaluate products and ideas</p> <p>Demonstrate and make modifications</p> <p>Pin and tack fabric pieces together.</p> <p>They can join fabrics by over sewing, back stitch,</p> | | |
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| | <ul style="list-style-type: none"> Tempo: 66 bpm (Adagio, a slow pace) Time Signature: 2/4 (2 crotchets in every bar) Rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests Key Signature: C major (no sharps/flats) Melodic patterns using the notes C D E F G A B <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>Do What You Want To Joanna Mangona and Chris Taylor Soul 2020/21</p> <p>Fanfare For The Common Man Aaron Copland 20th and 21st Century Orchestral 1942</p> <p>It's All About Love</p> | <ul style="list-style-type: none"> Tempo: 66 bpm (Adagio, a slow pace) Time Signature: 3/4 (3 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers, semiquavers and their rests Key Signature: A minor (no sharps/flats) Melodic patterns using the notes A B C D E F G <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>My Best Friend Joanna Mangona and Chris Taylor</p> | <ul style="list-style-type: none"> Tempo: 68 bpm (Adagio, a slow pace) Time Signature: 4/4 (4 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers, semiquavers and their rests Key Signature: D major (2 sharps) Melodic patterns using the notes D E F# G A B C# <p><u>Song</u> <u>Composer</u></p> | <ul style="list-style-type: none"> Tempo: 116 bpm (Moderato, a moderate pace) Time Signature: 5/4 (5 crotchets in every bar) Rhythmic patterns using minims, dotted crotchets, quavers and their rests Key Signature: G major (1 sharp) Melodic patterns using the notes G A B C D E F# <p><u>Song</u> <u>Composer</u> <u>Genre</u></p> | <ul style="list-style-type: none"> Tempo: 76 bpm (Adagio, a slow pace) Time Signature: 6/8 (6 quavers in every bar) Rhythmic patterns using dotted crotchets, triplet quavers, quavers and their rests Key Signature: D minor (1 flat) Melodic patterns using the notes D E F G A <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>Wake Up! Joanna Mangona and Chris Taylor Hip Hop 2020/21</p> <p>We Shall Overcome Unknown</p> | <ul style="list-style-type: none"> Tempo: 66 bpm (Adagio, a slow pace) Time Signature: 2/4 (2 crotchets in every bar) Rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests Key Signature: C major (No flats/sharps) Melodic patterns using the notes C D E F G A B <p><u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u></p> <p>Heal The Earth Joanna Mangona and Chris Taylor Reggae 2020/21</p> <p>My Funny Valentine</p> |
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| <p>Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>Let's Write A Song Joanna Mangona and Chris Madin Pop 2020/21</p> <p>Sunshine On A Rainy Day Joanna Mangona and Chris Taylor Soul 2020</p> <p><u>Musicianship (including playing, composing and improvising)</u></p> <p>Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. Melodic patterns: C, D, E, F, G, A, B</p> <p>Improvise Together - Activity 1 Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, F, G, A, B</p> | <p>Soul 2020/21</p> <p>Why Supaman Hip Hop 2020</p> <p>Singing Swinging Star Joanna Mangona and Chris Madin Jazz: Swing 2020/21</p> <p>The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Igor Stravinsky 20th and 21st Century Orchestral 1913</p> <p>Roll Alabama Unknown Rock 1800s</p> <p><u>Musicianship (including playing, composing and improvising)</u></p> | <p><u>Genre</u> <u>Date</u></p> <p>Disco Fever Joanna Mangona and Chris Taylor Disco 2020/21</p> <p>1812 Overture Pyotr Ilyich Tchaikovsky Romantic 1812</p> <p>La Bamba Unknown Rock Unknown</p> <p>Hondo (War) Kudaushe Matimba and Harare Music Zimbabwean Pop 2020</p> <p>Vakuru (Elders) Kudaushe Matimba and Harare Music Zimbabwean Pop 2019</p> <p>Change</p> | <p><u>Date</u></p> <p>Let's Rock Joanna Mangona and Chris Taylor Rock 2020/21</p> <p>Mazurkas, Op.24 Frédéric Chopin Romantic 1836</p> <p>Simple Gifts Joseph Brackett Folk 1848</p> <p>Danny Boy Frederic Weatherly Folk 1913</p> <p>Friendship Should Never End Joanna Mangona and Chris Taylor Pop 2020/21</p> <p><u>Musicianship (including playing,</u></p> | <p>Gospel Unknown</p> <p>Down By The Riverside Unknown Gospel Mid 1800s</p> <p>You Belong With Me Joanna Mangona and Chris Taylor Soul 2020/21</p> <p>Dance The Night Away Joanna Mangona and Chris Taylor Salsa 2020/21</p> <p><u>Musicianship (including playing, composing and improvising)</u></p> <p>Tempo: 76bpm Time Signature: 6/8 Key Signature: D minor Rhythmic patterns using: Dotted crotchets,</p> | <p>Richard Rodgers Musicals 1937</p> <p>Let's Go Surfin' Joanna Mangona and Chris Taylor Pop 2020/21</p> <p>Main Title Theme From Schindler's List John Williams Film Music 1993</p> <p>So Amazing Joanna Mangona and Chris Taylor Soul 2020/21</p> <p><u>Musicianship (including playing, composing and improvising)</u></p> <p>Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, quavers and semiquavers.</p> |
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| Balance | Balance | Balance | Balance | Balance | Balance | Balance |
| Bridge | Bridge | Bridge | Bridge | Bridge | Bridge | Bridge |
| Chorus | Chorus | Chorus | Chorus | Chorus | Chorus | Chorus |
| Coda | Coda | Coda | Coda | Coda | Coda | Coda |
| Cover | Cover | Cover | Cover | Cover | Cover | Cover |
| Dynamics | Dynamics | Dynamics | Dynamics | Dynamics | Dynamics | Dynamics |
| Ending | Ending | Ending | Ending | Ending | Ending | Ending |
| Ensemble | Ensemble | Ensemble | Ensemble | Ensemble | Ensemble | Ensemble |
| Groove | Groove | Groove | Groove | Groove | Groove | Groove |
| Harmony | Harmony | Harmony | Harmony | Harmony | Harmony | Harmony |
| Hook | Hook | Hook | Hook | Hook | Hook | Hook |
| Introduction | Introduction | Introduction | Introduction | Introduction | Introduction | Introduction |
| Lyrics | Lyrics | Lyrics | Lyrics | Lyrics | Lyrics | Lyrics |
| Melody | Melody | Melody | Melody | Melody | Melody | Melody |
| Offbeat | Offbeat | Offbeat | Offbeat | Offbeat | Offbeat | Offbeat |
| Original | Original | Original | Original | Original | Original | Original |
| Ostinato | Ostinato | Ostinato | Ostinato | Ostinato | Ostinato | Ostinato |
| Performing | Performing | Performing | Performing | Performing | Performing | Performing |
| Phrase | Phrase | Phrase | Phrase | Phrase | Phrase | Phrase |
| Pre-chorus | Pre-chorus | Pre-chorus | Pre-chorus | Pre-chorus | Pre-chorus | Pre-chorus |
| Pulse/beat | Pulse/beat | Pulse/beat | Pulse/beat | Pulse/beat | Pulse/beat | Pulse/beat |
| Rhythm | Rhythm | Rhythm | Rhythm | Rhythm | Rhythm | Rhythm |
| Riff | Riff | Riff | Riff | Riff | Riff | Riff |
| Solo | Solo | Solo | Solo | Solo | Solo | Solo |
| Style | Style | Style | Style | Style | Style | Style |
| Tempo | Tempo | Tempo | Tempo | Tempo | Tempo | Tempo |
| Texture | Texture | Texture | Texture | Texture | Texture | Texture |
| Timbre | Timbre | Timbre | Timbre | Timbre | Timbre | Timbre |
| Verse | Verse | Verse | Verse | Verse | Verse | Verse |
| Band | Band | Band | Band | Band | Band | Band |
| Crossover | Crossover | Crossover | Crossover | Crossover | Crossover | Crossover |
| Notation | Notation | Notation | Notation | Notation | Notation | Notation |
| Pentatonic scale | Pentatonic scale | Pentatonic scale | Pentatonic scale | Pentatonic scale | Pentatonic scale | Pentatonic scale |
| Pitch | Pitch | Pitch | Pitch | Pitch | Pitch | Pitch |
| Riff | Riff | Riff | Riff | Riff | Riff | Riff |

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| RE | | | | | |
| Enquiry | <i>How and why does religion bring peace and conflict?</i> | <i>How do Buddhists explain the suffering in the world?</i> | <i>What does it mean to be human? Is being happy the greatest purpose in life?</i> | <i>Creation or science: conflicting or complementary?</i> | <i>How do beliefs shape identity for Muslims? How and why does religion bring peace and conflict?</i> |
| Religion | Multi | Buddhist | Christian, Humanist | Christian, Humanist | Muslim |
| Core Knowledge | <ul style="list-style-type: none"> Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict Interpretations lead to beliefs about how to behave It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few 'Holy' wars are justified by religions Lots of wars are started because of non-religious causes <p>Many people see war to be a last resort and seek peace</p> | <ul style="list-style-type: none"> The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway The different views about the nature of knowledge, meaning and existence. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. <p>The use of Jakata Tales as a source of moral guidance</p> | <ul style="list-style-type: none"> Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments. Diogenes 'Cynical' beliefs regarding wealth, power and happiness. Theological and Philosophical understandings of right and wrong. Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. | <ul style="list-style-type: none"> Creation: Christian belief that humans are made in God's image, by God. Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. Scientific Theory: The Big Bang Theory. Textual theology: consideration of the genre of Genesis. Logic: debates about whether some things can be proven. | <ul style="list-style-type: none"> Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah. The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief. The Qur'an and Hadith as sources of authority, different genres and the value of recitation. Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief. The different views about the nature of knowledge, meaning and existence. Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'. The masjid, the Five Pillars of Islam and the three main Muslims traditions Diversity of expression, customs and practices within Islam and their impact on daily life. |

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| | | | | | <ul style="list-style-type: none"> The importance of Ramadan, the two Eid festivals and Jummah prayers | |
| Vocabulary | Pacifism, Conflict, Peace, Self-defence, Violence, Justice, Jihad, Harb al-Mugadis, Ahimsa | Samsara, Nirvana, Reincarnation, Karma, Dukkha, Samudaya, Nirodha, Magga | Purpose, Happiness, Soul, Humanist, Christian, Freedom | Theory, Big Bang, Creation Theory, Cosmology Theory, Evolution, Genesis, Conflicting, Complementary | The masjid, the Five Pillars of Islam (Sunni, Shia, Sufi). Ramadan, Eid festivals Jummah prayers | |
| PE | OAA Fitness | Hockey Dodgeball | Football Gymnastics | Netball Dance | Rounders Cricket | Swimming Tag Rugby Rounders Athletics |
| | <p><u>OAA</u> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.</p> <p><u>Fitness</u> To develop an awareness of what your body is capable of.</p> | <p><u>Hockey</u> To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To apply the rules and skills you have learnt to play in a hockey tournament.</p> <p><u>Dodgeball</u></p> | <p><u>Football</u> To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics</p> | <p><u>Netball</u> To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To be able to change direction to get free from a defender and receive a pass.</p> | <p><u>Rounders</u> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and</p> | <p><u>Rounders</u> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and</p> |

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| | <p>To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.</p> | <p>To recap on the rules of dodgeball and apply them to a game. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game.</p> | <p>you have learnt to play in a football tournament.</p> <p><u>Gymnastics</u> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.</p> | <p>To learn the positions of 5-a-side netball.</p> <p><u>Dance</u> THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements. To work collaboratively with a partner to explore and develop the dance idea. To use changes in level and speed when choreographing.</p> <p>THEME: Waiting for... To copy and create actions using a prop as a dance stimulus. To use choreographing devices to improve how the performance looks.</p> <p>THEME: Anti Bullying To select actions and dynamics to convey different characters.</p> | <p>understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.</p> <p><u>Cricket</u> To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.</p> | <p>understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.</p> <p><u>Tag Rugby</u> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p><u>Athletics</u></p> |
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| | | | | <p>To choreograph a dance that shows contrasting characters. To communicate a story through dance.</p> | | <p>To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p> <p><u>Swimming</u> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water.</p> |
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| | | | | | | <p>To develop the front crawl stroke and breathing technique.</p> <p>To develop the technique for backstroke arms and legs.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke and breathing technique.</p> <p>To develop basic skills of water safety and floating.</p> <p>To develop the dolphin kick.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>To increase endurance in swim challenges.</p> <p>To identify fastest strokes and personal bests.</p> |
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Vocabulary

Circuit
Press-up
Medicine ball
Step up
Bench
Abdominal
Squat
Crunch
Jump
Timing
Repetitions
Pace
Stamina
Resilience
Stretch
Warm up
Cool down
Lactic acid
Teamwork
Activity
Boundary
Orienteering
Compass
Course
Location
Scale
Strategy
symbol

Dodge
Ball
Agile
Air born
Attack
Catch
Caught
Dead ball
Deflection
Fault
Boundary
Head shot
Live ball
Opening run
Retrievers
Target
Trap
Neutral zone
Hockey ball
Hockey stick
Pitch
Referee
Long corner
Short corner
Free pass
Penalty
Goal keeper
Attack
Defence
Tap
Hit
Slap

Football
Net
Goal
Referee
Defence
Attack
Dribble
Midfield
Striker
Tackle
Throw in
Corner
Goal kick
Penalty
Free kick
Balance
Jump
Land
Turn
Spin
Roll
Cartwheel
Forward roll
Backward roll
Table
Bench
Climbing frame
Rope

Netball
Post
Net
Goal
Third
Court
Goal shooter
Goal attack
Wing attack
Centre
Wing defence
Goal defence
Goal keeper
Toss up
Foul
Penalty pass
Shot
Umpire
Develop
Dynamics
Music
Rhythm
Beat
Tip toes
Shape structure
Improvise
Choreograph

Stumps
Wicket
Over
Bat
Ball
Leg before wicket
(LBW)
Runs
Umpire
Oval
Fielders
Batters
Wicket keeper
Innings
Over arm
Fielding
Batting
Posts
Bats
Batter
Bowler
Bowling
Fielders
Backstop
Deep fielders
Rounder
No ball
Low ball
Wide ball
Batting box
Bowling box
Pitch
Umpire
Scoring

Freestyle
Backstroke
Breastroke
Buttelfly
Crawl
Technique
Float
Noodle
Mushroom
Starting block
Flutter kick
Dolphin kick
Frog kick
Medley
Open water
Survival
Relay
Touch pad
Life guard
Breathing
Control
Alternate
Natural
Posts
Bats
Batter
Bowler
Bowling
Fielders
Backstop
Deep fielders
Rounder
No ball
Low ball
Wide ball

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| | | | | | | Batting box Bowling box Pitch Umpire Scoring Tag belt Rugby ball Tags Non-contact Defensive line Attacking line Tackle Offside Knock on Pass Try Referee |
| PSHE | <p><u>Positive Contribution</u></p> <p>You are responsible. Making your own choices. Talking about peer pressure.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> | <p><u>Relationships and identity</u></p> <p><u>Online identity</u></p> <p><u>Online Relationships</u></p> <p>Learn about being safe online. Learn people may not be who they say they are online. Look at ways of asking for help, reporting any worries.</p> <p>H42. about the importance of keeping personal information</p> | <p><u>Healthy Lifestyle</u></p> <p>(writing an information report on how to do so)</p> <p>Looking at healthy diet, sleep, exercise and a positive mindset.</p> <p>Talk about healthy and unhealthy habits.</p> <p>Learn that they have choices when it comes to healthcare</p> | <p><u>Feelings and relationships</u></p> <p>My Body, My Choice</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable</p> | <p><u>Keeping Safe</u></p> <p>Outdoors - Playing It Safe Home - Safe and Sound</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H39. about hazards (including fire risks) that may cause</p> | <p><u>Growing and changing</u></p> <p><u>SRE – separate curriculum</u></p> <p>Taking care of our bodies.</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of</p> |

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| <p>H38. How to predict, assess and manage risk in different situations</p> <p>National Government</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Vocab Democracy Ambassador School council</p> | <p>private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in</p> | <p>when they are adults.</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as</p> | <p>and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>Vocab Mental health Age limits Violence Sexual content Consequences Criminal responsibility Permanency Predators Chat rooms Messenger services CEOP (child exploitation and online protection) Stop, block, tell 25 years Communication Puberty Healthy relationship Unhealthy relationship Verbal communication</p> | <p>harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>Outdoors - Playing It Safe</p> <p>H38. how to predict, assess and manage risks in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> | <p>personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Vocab Penis Vagina Ovulation Menstruation Erection Semen Testicles Scrotum</p> |
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| <p>Elect Vote Application</p> | <p>all contexts including online) whom they do not know</p> <p>Vocab Social media Social interaction Personal information Cyberbullying Trolls Strangers Age limits Inappropriate content Grooming Location Compliment Feelings Respect Wisdom Courage Responsibility Hope Justice Compassion Integrity Remembrance Significance Symbols Bullying Emotional Physical Up stander Bystander Racial Homophobic</p> | <p>fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>Vocab Proteins Fats Carbohydrates Sugar Dairy Calcium Balance Energy Fibre Vitamins Minerals Fruit Vegetables Recipe Healthy plate Exercise Muscles Daily intake Development Strength</p> | <p>Non-verbal communication</p> | <p>Vocab Knife awareness Gangs Healthy relationships Possession Drugs Sentence Cannabis Cocaine Alcohol Prescription</p> | <p>Vulva Sexual intercourse Fallopian tube Fertilisation Egg Sperm Baby Pregnant Lactating Pubic hair Hygiene Aroused</p> |
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| | | Choices Acceptance | | | | |
| MFL French | Le-week-end | Les vetements | Ma journee | Les transports | Le sport | On va faire la fete |
| | Ask and talk about regular activities Say what you don't do Ask and say what other people do. Talk about what you like/dislike doing | Ask and say what clothes you'd like Give opinions about clothes Say what clothes you wear Ask and talk about prices (including 60–80) | Ask and talk about daily routine Talk about times of daily routine Ask and talk about breakfast Talk about details of a typical day | Talk about forms of transport Talk about where you're going and how you get there Talk about plans for a trip Buy tickets at the station | Talk about which sports you like Say what you think of different sports Give reasons for preferences Talk about a sporting event | Revise forms of transport, places and future plans Revise descriptions of people and clothes Revise opinions of food and clothes Order food in a cafe |
| | Speaking | | Listening | Reading | Writing | Grammar |
| Covered across all terms | Children will be able to: Take part in simple conversations and express opinions. Build on known structures to respond to what is said with some spontaneity. Recount simple events, stories and information. Speak with increasing confidence and fluency. Discuss and ask questions with increasing accuracy of pronunciation and intonation. | | Children will be able to: Understand and respond to spoken and written language from a variety of stories, songs, poems or passages. Listen for clues to meaning such as tone of voice and key words. Listen to and read different short texts for enjoyment. | Children will be able to: Discover and develop an appreciation of a range of writing in French. Read aloud short texts containing some unfamiliar words. Understand the main points and opinions in written texts from various contexts. | Children will be able to: Write at varying length for different purposes and audiences using a variety of grammatical structures that they have learnt. Write sentences using a model, adapting and changing the vocabulary to express own meaning. Write simple sentences from memory. | Children will be able to: Understand feminine and masculine forms e.g. le, l', la and un, une. Use a negative Uses j'aime/je n'aime pas etc with an infinitive Uses des with plural words Apply grammatical knowledge to make longer sentences Use et and mais to link sentences together Use prepositions |

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| <p>Sample vocabulary</p> | <p>Qu'est-ce que tu fais [le mercredi/le samedi]? Le lundi... J'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ? Je n'écoute pas... Je ne regarde pas... Je ne joue pas ... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives) Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir? Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde[la télé], joue [au tennis/au foot] Est-ce que tu aimes faire/écouter/jouer/regarder... ? J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</p> | <p>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais... Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s) , blanc(s), blanche(s) C'est combien? Ça coûte [soixante-douze] euros Numbers 60 to 80</p> | <p>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3</p> | <p>Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau Où vas-tu? Comment vas-tu... ? Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école... en voiture, etc. Samedi, à 10 heures... D'abord, ensuite, enfin n... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/ l'avion, acheter des souvenirs, faire des manèges, regarder un film Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple?</p> | <p>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère... J'aime [le football] parce que c'est amusant, facile, passionnant Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est</p> | <p>Revision of Key language: Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e),</p> |
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| | | | | <p>[Aller-retour] s'il vous plaît. C'est combien? C'est [trente-cinq] euros. Le train part à quelle heure? [Dix heures et demie.] Merci [Monsieur]. Au revoir... Bon voyage!</p> | <p>passionnant! Lyon gagne 2-0.</p> | <p>sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour] J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au</p> |
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| | | | | | | <p>chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir</p> |
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Year 6
Safeguarding
Harmful sexual
behaviour and
peer on peer
abuse.

Positive Contribution and Internet safety Autumn 1

How getting older brings independence and a need to ensure their own safety in the community and online.

How to seek help.

Relationships and identity including online identity. Autumn 2

How getting older brings independence and a need to ensure their own safety in the community and online.

How to seek help.

How they need to manage risks online and realise that images may not only be sent to one person but distributed to others.

Once something is online it is there forever.

Healthy Lifestyles Spring 1

Look at the impact on health that cigarettes, nicotine, alcohol, vaping and medicines have.

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

Sad
Safe
E safety
Online
Strangers
Unhappy
Medicines
Harmful products
Kind
Unkind
Respect
Help
Private
Uncomfortable
Consent
Relationship
Self respect
Human rights
Listen
Personal information
Images
Frightened
Worried
Report
Inappropriate
Marriage
Romantic
Care
Support
Lonely
Excluded
Permission
Peer pressure

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| | <p>That if you have done something illegal / not age appropriate you can still seek help.</p> <p>My Body My choice Spring 2</p> <p>To understand peer pressure and talk about ways of managing pressure. Who they can talk to for help.</p> <p>To make their own decisions and not follow others if this makes them feel uncomfortable,</p> <p>That you can change your mind at any time.</p> <p>That if you try something and realise this makes you feel uncomfortable that you can stop at any time.</p> <p>Keeping Safe Summer 1</p> <p>To discuss the law and things are legal at different ages.</p> <p>Look at the impact on health that cigarettes, nicotine, alcohol, vaping and medicines have.</p> <p>That if you have done something illegal / not age appropriate you can still seek help.</p> | <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>In an Emergency</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> | <p>Advice Positive Negative Age restrictions Body image Media Influence Illegal Law Legal Drug Habit Cigarette Alcohol Nicotine Medicines Vaping Emergency Distribution Predators</p> | |
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| <p>Year 6</p> <p>Parents can only withdraw from lesson 3.</p> <p>Lesson 1 Puberty and reproduction</p> <p>Lesson 2 Understanding Relationships</p> <p>Lesson 3 Conception and pregnancy</p> <p>Lesson 4 Communicating in relationships.</p> | <p>All children should be able to...</p> <p>-Name physical changes young people will experience during puberty.</p> <p>-Describe emotional changes young people might experience during puberty.</p> <p>-Appreciate that there is no such thing as a perfect body.</p> <p>-List things that all loving relationships have in common.</p> <p>-Explain what a sexual relationship is.</p> <p>-Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.</p> <p>-Explain how babies are conceived and how they are born.</p> <p>-Identify someone they could talk to about their changing body, should they need to.</p> <p>-Explain how to look after their bodies during puberty.</p> <p>-Name some ways to cope with new or difficult emotions.</p> <p>-Describe some of the ways in which the media fuels the notion of a perfect body.</p> | <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> | <p>Vocabulary from K1 and LKS2</p> <p>Reproduction Male Female Change Living Uterus Ovaries Penis Testicles Sperm Egg Fallopian tube Foetus Species Puberty Adams Apple Voice box Hair Erection Sweat Deodorant Spots Acne Hormones Chemicals Testosterone Anus Clitoris Urethra</p> | <p>Where do I come from ppt</p> <p>Where do I come from activity</p> <p>Changing emotions ppt</p> <p>Emotional changes problem page</p> <p>Just the way you are ppt</p> <p>Just the way you are activity.</p> <p>Relationships ppt and activity sheet.</p> <p>Let's talk about sex ppt and activity.</p> <p>Human reproduction ppt and activity.</p> <p>Christopher Winters lesson plans and resources.</p> |
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| | <p>-Describe the different types of loving relationships that exist.</p> <p>-Explain the laws around sexual relationships.</p> <p>-Explain what contraception is, how it is used and what it is used for.</p> <p>-Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.</p> <p>-Use scientific vocabulary to accurately explain how babies are made and how they are born.</p> <p>-Describe the process from conception to birth and the needs of the fetus.</p> | <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> | <p>Labia</p> <p>Periods</p> <p>Menstruation</p> <p>Breasts</p> <p>Oestrogen</p> <p>Pregnant</p> <p>Embryo</p> <p>Umbilical cord</p> <p>Body image</p> <p>Social media</p> <p>Commitment</p> <p>Affection</p> <p>Marriage</p> <p>Disabled</p> <p>Lesbian</p> <p>Gay</p> <p>Couple</p> <p>Heterosexual</p> <p>Homosexual</p> | |
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| | | <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-</p> | | |
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| | | <p>sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> | | |
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