

Year 6 Curriculum Map 2026- 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 September Science -STEAM	Imperial war museum December Enrichment – Team building	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 Adventure Island - Enrichment
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 Bye-Bye Bounce
Maths Unit Title and Outcome	Autumn Number: Place Value (Weeks 1-2) Number: Addition, Subtraction, Multiplication and Division (Weeks 3-7)		Spring Number: Ratio (Weeks 1-2) Algebra (Weeks 3-4) Number: Decimals (Weeks 5-6)		Summer Geometry: Properties of shape (Weeks 1-3) Geometry: Position and Direction (Week 4) Themed projects, consolidation and problem solving (Weeks 5-12)	

	Number: Fractions A (Weeks 8-9) Number: Fractions B (Weeks 10-11) Measurement: Converting Units (Week 12)		Number: Fractions, decimals and percentages (Weeks 7-8) Measurement: Area, perimeter and volume (Weeks 9-10) Statistics (Weeks 11-12)		
	Arithmetic: column addition (inc decimals) column subtraction (inc decimals) column multiplication short division method add and subtract fractions (2 weeks)	Arithmetic: Dividing fractions Fractions of amounts Percentages of amounts Squares, cubes and roots FDP	Arithmetic: X and divide by 10, 100 and 1000 Percentages of amounts 4 operations with fractions	Arithmetic: Gap filling	Arithmetic: Gap filling
Vocabulary	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 ≥ 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 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 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 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 ...?		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 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 millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low		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 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

	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 ...? difference between equals is the same as number bonds/pairs/facts missing number tens boundary, hundreds boundary, ones boundary, tenths boundary inverse 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 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 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 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 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		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), 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		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 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	
English	Icarus and Daedalus with dialogue (as first assessment piece)	Biography	Newspaper report	Descriptive writing – Narnia scene	Story opening – finding a creature	NCR – Year 6
	Information text –and Camp Green Lake	Suspense Writing with dialogue	Diary/Recount	Poetry – traditional/verses	Science Experiment-Exercise	Myths and legends – publish edit.
	Diary entry – As Stanley Yelnats	Poetry – structured poetry (seasons) Poetry – Classical	NCR – quidditch	Balanced Argument – should the		Speaking and listening – Drama

				children go to Cair Paravel		
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 over time and that fossils provide information about living things that inhabited the	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 ☐ reporting and presenting findings from enquiries, including conclusions, causal	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,	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 complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ☐ identifying scientific evidence that has been used to support or refute ideas or arguments. ☐ describe how living things are classified into	

	Earth millions of years ago ☐ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ☐ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ☐ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ☐ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ☐ use recognised symbols when representing a simple circuit in a diagram.	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. ☐ recognise that light appears to		broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ☐ give reasons for classifying plants and animals based on specific characteristics
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			travel in straight lines ☐ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ☐ explain that we see things because light 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.		
	Working Scientifically ☐ 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			Equipment Variable Test Results Hypothesis Question Conclusion	

	☐ 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.				Record Repeat Reliable Evidence
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	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

				Digestion Cancer		
Computing	Computing systems and networks - Communication and collaboration National curriculum objectives: 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 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	Creating media – Web page creation National curriculum: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	Programming A – Variables in games National curriculum objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Data and information – Spreadsheets National curriculum objectives: 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 Lesson objectives: -To create a data set in a spreadsheet	Creating media – 3D Modelling National curriculum objectives: 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Lesson objectives:	Programming B - Sensing movement National curriculum objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Lesson objectives: -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	concerns about content and contact. Lesson objectives: -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	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 Lesson objectives: -To define a 'variable' as	-To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data	-To recognise that you can work in three dimensions on a computer -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	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 Lesson objectives: -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use 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
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			something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project			
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 between...? Why did X change ...?) Describe and understand key aspects of physical geography (island formation)	WW2 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. Why did x change?)-	Mountains(Spring 2 Summer 1) Discuss how to 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 ...?) Understand how mountains are formed Map skills – locating mountain ranges in and outside the UK (use of maps/atlases) Drawing maps to scale (mountains plotted onto maps)	Our Changing World (Rivers) (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 Develop understanding of difference between human and physical geography and how they interact 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 Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK		

	Enhance locational and place knowledge (IoW information text) Recognising ordnance survey symbols Using ordnance survey maps Naming and using the 8 compass points (IoW) Reading maps/plans and using scales (IoW maps) Recognising and using 4 figure grid references (and extending to 6 figure) Extending map skills to non-UK countries using atlases and maps (islands 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?)- Throughout: asking geographical questions. Using secondary sources of information. TigTag- Islands:	Which countries fought in WW2? Where was World War 2? How did the war affect the land? Use co-ordinates to build knowledge of the UK 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)	Appreciate the varying climates found in mountainous areas Create geographical diagrams/graphs/charts Use understanding of geographical features to write an explanation 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. <i>TigTag- Mountains</i> <i>What are mountains?</i> <i>What is the highest point of a mountain called?</i> <i>What is the outer layer of the Earth called?</i> <i>What is the Earth's crust divided into?</i> <i>How are fold mountains formed?</i> <i>What does altitude mean?</i> <i>Why do climbers find it difficult to breathe at high altitudes?</i> <i>What do most mountaineers do to prevent altitude sickness?</i>	Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, 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 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. 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 Recap: Develop understanding of difference between human and physical geography and how they interact .
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	<i>TigTag- Islands:</i> <i>What is an island?</i> <i>What do we call items that are brought in from other countries?</i> <i>Why is the sea important to the islanders?</i> <i>In which ocean is Easter Island located?</i> <i>How did the inhabitants of Easter Island originally make use of the island's natural resources?</i> <i>Why were all the trees eventually removed from Easter Island?</i> 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 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?		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 Appreciate the varying climates found in mountainous areas Compare and contrast an area of the UK and of Europe (Islands and Mayan countries) Examine how the land in a region of Europe and South America has changed over time and predict what this might be like in the future focussing on human impact and ways to change this. Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK	
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	What are the brown lines on an Ordnance Survey map known as? Use keys and symbols- differentiating countries, capital cities, rivers, main cities, roads, mountain ranges and airports 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). 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 symbols. Drawing these to scale. Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures and diagrams) and conduct			
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	research on an area related to topics (islands). Recognising and using 4 figure grid references Recap: Develop understanding of difference between human and physical geography and how they interact Compare the UK to islands around the world Describe and understand key aspects of physical geography (island formation) Recognising lines of latitude and longitude 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			
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investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- Compare the UK to islands around the world Discuss why the weather is different around the world and compare this to the UK using geographical vocabulary (specific to topic-Islands) Compare and contrast an area of the UK and of Europe (Islands and Mayan countries Spring 2) Recognising lines of latitude and longitude Locating and understanding biomes and vegetation belts Recap: locating continents, countries and cities around the world			
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	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?)- <i>What is longitude?</i> <i>What is latitude?</i> <i>What is a biome?</i> <i>What is a vegetation belt?</i> <i>How does the climate change?</i> <i>How has the land changed?</i> <i>What may happen to the land in the future? Why?</i> 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.			
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	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)			
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	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 Russia, North and South America) Identify the 7 continents and their characteristics and why. Discuss			
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	similarities and differences Locate key topographical features (including hills, mountains, coasts and rivers) around the world. Specifically, mountain ranges in and outside the UK				
Geographical vocabulary	Northings Eastings Ordnance survey Key Legend Continental Barrier Oceanic Tidal Artificial Coral Sources Extend Eruption Symbol Sign Compass Navigate North North East East South East South	Coordinate Axes Location Grid reference River Population Buildings Landmarks Bridges Skyline Landscape	County Locate Coast South North East West Region Area County names, i.e.: Kent, Devon, Northumberland, Essex, Norfolk, Suffolk, Lancashire, Warwickshire, Yorkshire, Cambridge, Bedfordshire East Anglia	Fold mountain Volcanic mountain Fault-block mountain Dome Plateau Temperature Fahrenheit Centigrade Oxygen Height Range	Biome Vegetation Habitat Environment Longitude Latitude Tropic of cancer Tropic of Capricorn Vegetation belt Continent Europe Africa Oceania Asia North America South America Antarctica Time zone Climate change Greenhouse gas

	South West West North West North Miles Kilometres Metres Sea level Grid reference Figure				
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The Blitz and WW2 (Autumn 2)

To know...

- ***How significant was the Blitz?***
 - What the Blitz was
 - How the Blitz affected people at the time
 - Why the Blitz is still remembered
 - Why the Blitz happened
 - Similarities and differences between the Blitz, Dresden, Stalingrad and Hiroshima
- ***World War 2: Whose War?***
 - The global context around World War 2
 - What countries were involved in World War 2
 - How the Commonwealth countries contributed to World War 2
 - The major events in World War 2
 - The war leaders in World War 2
- ***What was the impact of World War 2 on people in our local area?***
 - Similarities and differences between the experiences of people in WW2
 - How our local community remembers World War 2
 - How we can find out about the experiences of people during World War 2
 - What buildings/places that we know now were used for in World War 2
 - The impact of war on civilians

Migration

To know...

- ***Why did migrants come to Britain?***
 - What migration is
 - Push factors for migrants coming to Britain over time
 - Pull factors for migrants coming to Britain over time
 - Why the Romans, Saxons and Vikings invaded England
 - When different migrant groups came to Britain
- ***What were the experiences of migrants in Britain?***
 - Similarities and differences between the experiences of different migrant groups
 - Who the Ivory Bangle Lady is (Julia Tertius) and what her life may have been like
 - How archaeology helps us gain insight into the past
 - How the lives of Jewish people in England

The Maya

To know...

- ***When and where did the Maya live?***
 - When the Maya lived
 - Where the Maya lived
 - The environment around the Mayan civilization
 - How difficult it was to sustain a civilization in a rainforest
 - Where the Mayan civilization fits on a timeline compared to other periods in KS2
 - Some similarities and differences between the Mayan civilization and Stone Age Britain
- ***What was Maya writing like?***
 - What the Maya writing system was used for
 - Similarities and differences between the Maya writing system and our own
 - What Maya hieroglyphs tell us about culture and society
 - Similarities and differences between the Maya writing system and the Egyptian writing system
- ***How did the Maya tell the time?***
 - Understand and use the Maya Calendar round
 - Understand the Maya Long Count Calendar system
 - Time is measured in different ways (e.g. BC/AD)
 - Similarities and differences between the way the Mayans measured time
- ***How did the Maya trade?***

○ The impact of war on service people ● How well does a fictional story tell us what it was like to be an evacuee? ○ Examples of fictional stories (e.g. Goodnight Mr Tom, Carries' War etc.) ○ Similarities and differences between fictional stories and evidence based accounts ○ What it was like to be a child in World War 2 ○ What the Kinder transport was ○ Why the Kinder transport was needed ● What did men and women do during World War 2? ○ How significant was World War 2 in changing the role of women in society ○ Opportunities available to women in World War 2 – in service, in factories, Land Girls, other work ○ Similarities and differences between the roles of women in Elizabethan times and during WW2 ○ Similarities and differences between the roles of women today and during WW2 ○ Opportunities for men in World War 2 – army, air force, navy, air raid wardens, Bevin boys ○ Similarities and differences of men's experiences in conflict	- changed in the Middle Ages ○ The experience of Jews after they arrived in England ○ How Brick Lane has changed over time ○ Why the Huguenots prospered but the Palatines failed ○ Modern examples of migration (e.g. Walter Tull, Claudia Jones, John Blanke etc.) ○ What we can learn from the individual stories of different migrants ● What was the impact of migration to Britain? ○ How migration has influenced the way we eat in Britain ○ How migration has influenced the way we listen to music ○ How migration has influenced art ○ How migration has influenced our streets and shops ○ Similarities and differences between	○ What goods the Maya traded ○ Make simple calculations using the Maya numerical system ○ Similarities and differences between the Maya and UK mathematical systems ○ What things the Maya valued most ○ How the Maya paid for goods ● What was the Maya culture like? ○ What daily life in Mayan society was like ○ What the Mayan creation myth was ○ Similarities and differences between Mayan creation myth and other creation myths ○ The cultural significance of the Maya Ball Game ○ Similarities and differences between the Ball Game and other spectator sports (e.g. Olympics, football) ○ Who had the power in Maya society ● How do we know about the Maya? ○ What an archaeologist does ○ The difficulty of making conclusions based on material evidence/artefacts Why the Maya disappeared from their cities (what theories are there)
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• When was the most dangerous time to live? ○ A variety of significant events during conflict (e.g. Roman Conquest, Norman Conquest, The Spanish Armada, The Battle of Bosworth) ○ What led to the events ○ What happened during the events ○ How the event affected people's lives ○ How can pictures/paintings tell us about the event ○ Similarities and differences between the events and the Blitz ○ The significance of the events	our town now and 60+ years ago ○ How migration has helped us to understand about fighting discrimination The role of individuals and events in tackling racism and discrimination	
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Vocabulary	The Blitz and WW2: Blitz Winston Churchill memorial evacuation/evacuee Kinder transport air raid navy air force army conflict General vocabulary: AD balanced BC bias cause change consequence continuity differences duration evidence limitations period perspective reconstruction primary source secondary source similarities		Migration: Migration Emigration immigration migrant pull factor push factor Huguenots influence racism discrimination General vocabulary: AD balanced BC bias cause change consequence continuity differences duration evidence limitations period perspective reconstruction primary source secondary source similarities		The Maya: Maya cenotes Glyphs Cacao bean The Ball Game Creation myth archaeology Import export General vocabulary: AD balanced BC bias cause change consequence continuity differences duration evidence limitations period perspective reconstruction primary source secondary source similarities	
	Art and DT	Autumn 1 Drawing Island Living	Autumn 2 Printing	Spring 1 3D/Sculpture Work	Spring 2 Textiles/Collage	Summer 1 Painting

		Battles and Espionage	Lumos!	Mayans and Mountains	If you dream it, you can do it!	
	In Y5, the children learnt how to apply their knowledge on mark making technique to drawing with scale and proportion. In this unit, the children will continue to focus on the types of marks used for sketching (hatching, cross-hatching, stippling, finger blend) and scale and proportion and apply this to perspective landscape drawing. Children should look at artist examples of landscapes and identify the skills listed above in the examples. Lesson one: Perspective Drawing. Children will learn what perspective means and look at artist example. Children will then focus on drawing a perspective landscape using hatching, cross-hatching,	In Y5, the children learnt how to apply monocolour and multicolour to their printing to create repeating patterns. Children put their prints together to make a big print of repeating patterns. In this unit, the children will look at how you can use printing to create a whole picture and using polystyrene for the first time to create a print. The children should focus on hand placement, simple shapes, building shapes together to make new shapes to help them to build their polystyrene blocks to print with. Lesson One: How can we use printing to create a whole picture? Children will look at examples of printing and how you can create a whole image from using printing. Children will	In Y5, the children explored mechanical systems by using a circuit within a piece of art. In this unit, the children will continue to do this however, they should now be incorporating gears, pulleys, cams, levers, linkages, circuits, switches, buzzers, bulbs and motors. Week 1: Mechanical Systems. Children will learn to use mechanical systems in their products for example gears, pulleys, cams, levers and linkages. Children will do a task based on this	In Y5 the children learnt how to select their own appropriate materials. They also recapped how to work with fabrics and developed their knotting, fraying, fringing, pulling threads, twisting, plaiting skills. In Y6, the children will continue to work with fabrics by learning sewing skills. By the end of this unit, children should be able to sew two pieces of fabric together and do some simple stitches such as a running stitch, basting stitch, backstitch and a slip stitch. Week 1:	In Y5, the children learnt about abstract and realistic paintings, brush technique such as dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter and mixed media paintings. In this unit, the children will learn how to paint an effective colour wash, contrasting colours and how to paint with unusual equipment. Week 1: Colour Washes. Children will learn how to paint an effective wash of colour using watercolours. Children will focus on the style of Edward Hopper. Children should look at Hopper's work and talk about interpretations and the context of his work. Colour Washes Watercolours Edward Hopper Mixing Primary Colour Secondary Colour Complementary Colour Paintbrush	In Y5, the children began to understand that seasons may affect food available and that different foods contain different substances such as nutrients, water and fibre that are needed for health. In this unit, the children have the opportunity to consolidate both of these areas of food and nutrition knowledge. By the end of this unit the children should confidently understand that seasons may affect food that is available, confidently know that different foods contain different substances such as nutrients, water and fibre that are needed for health and be able to confidently now select and use tools, equipment, ingredients and materials safely and effectively and select and use these based on

stippling, finger blending, tone, pattern, scale and proportion. Children will then focus on how to apply these skills to what they learnt last lesson about scale and proportion. Shapes Landscapes Hatching Cross-Hatching Stippling Finger Blend Scale Proportion Pattern Tone Perspective Lesson Two: Landscape Drawing. In this lesson, children will begin to develop an understanding how drawing the shapes in a landscape contribute to affect. Children should learn what a landscape is and be able to identify the skills that they have learnt in previous years (hatching, cross-hatching, stippling,	plan a picture of a London Blitz scene to print next lesson using polystyrene blocks. Children should start to cut their blocks, ready to print next lesson. Children should think about the skills that they will need to use to cut a block successfully (hand placement, simple shapes, building shapes together to make new shapes). Printing Hand Placement Simple Shapes Building Shapes Cut Whole Picture Lesson Two: Printing with polystyrene blocks – attempt one. Children will begin printing their London Blitz scene. Children may cut new blocks as they go. Children should be encouraged to experiment throughout the lesson. Children will evaluate their work once they are finished,	(making a cart for Gringotts Bank) Mechanical System Gears Pulleys Cams Levers Linkages Week 2 Mechanical Systems. Children will learn and explore how to use mechanical systems in products. For example, series circuits incorporating switches, bulbs, buzzers and motors. The children will do a task based on this. Mechanical System Gears Pulleys Cams Levers Linkages	Sewing skills – sewing two pieces of fabric together. Children will learn how to sew pieces of fabric together and complete a task based on this. Sewing Stitch Fabric Material Week 2: Sewing skills – stitches Children will continue to learn how to sew, focusing on some simple stitches such as a running stitch, basting stitch, backstitch and a slip stitch. Children should complete a task based on this. Sewing Stitch Running Stitch Basting Stitch Backstitch Slip Stitch Fabric	Pressure Week 2: Contrasting colour. Children will learn about contrasting colours, looking at Picasso's paintings as an example. Children will then paint their own Picasso style piece, incorporating contrasting colours. Colour Washes Watercolours Picasso Mixing Primary Colour Secondary Colour Complementary Colour Contrasting Colour Paintbrush Pressure Week 3: Painting with unusual equipment. Children will use paint and a straw to create an abstract image of a creature on paper. Children should look at examples from other artists and use pens and pencils to add in final details. Children should be reminded of the painting	their suitability for purpose. Lesson One: Where does food come from? Use research to find information about what ingredients were used in the Mayan or Egyptian times. Compare ingredients used in the Mayan or Egyptian times to modern day ingredients and encourage the children to think about why more ingredients are available now. Explore the history of cake, incorporating how the ancient Egyptians were the first culture to exhibit baking skills and that the cakes were more bread-like and sweetened with honey as well as how the Greeks had an early form of cheesecake and the Romans developed versions of fruitcakes with raisins, nuts and other fruits. Discuss how these early designs of cakes could have helped
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finger blend, scale, proportion, pattern, tone). Children will then draw their own landscape drawing using all of the skills listed above. Shapes Landscapes Hatching Cross-Hatching Stippling Finger Blend Scale Proportion Pattern Tone Lesson Three: Creative Landscapes. Children will what the word creative means and why this word is important in Art. Children should be encouraged to have creative control and draw a landscape of their choosing. This could be anything from a beach landscape to a space landscape. Teachers should see evidence of a	particularly focusing on how they could improve for attempt two. Children should think about the skills that they will need to use to cut a block successfully (hand placement, simple shapes, building shapes together to make new shapes). Printing Hand Placement Simple Shapes Building Shapes Cut Whole Picture Polystyrene Lesson Three: Designing a print with polystyrene tools. Children will use their evaluation to design their print for their final project. Children should think about the skills that they will need to use to cut a block successfully (hand placement, simple shapes, building shapes together to make new shapes). Printing	Circuits Switches Bulbs Buzzers Motors Electricity Week 3: Design a prop for Harry Potter with a mechanical system. Children will design a prop for a Harry Potter film for their final project using the mechanical skills that they have learnt this half term. Mechanical System Gears Pulleys Cams Levers Linkages Circuits Switches Bulbs Buzzers Motors Electricity Design	Material Week 3: Using a range of materials. Children will focus on how you can use a range of materials to create a collage. Children will select their own materials and create an image of a mountain using their selected materials. Children should be encouraged to sew materials together using the stitches that they learnt in lesson two. Sewing Stitch Running Stitch Basting Stitch Backstitch Slip Stitch Fabric Material Fabric Mountain	techniques that they have learnt previously (dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter). Colour Washes Watercolours Picasso Mixing Primary Colour Secondary Colour Complementary Colour Contrasting Colour Paintbrush Pressure Dry Brush Double/Triple Load Cross Hatch Fan Brush Washes Paint Splatter Week 4&5 Final Project: Children will create a painting with a wash as the background and a straw to create creature in a setting of their choice. Children can use a range of media/equipment to add in detail and should use the skills that they have learnt across the half term. Children should use painting techniques that	shape how the world now see and eat cake to this day. Recap and discuss how a healthy diet is made up from a variety and balance of different food, including foods that contain different substances such as nutrients, water and fibre that are needed for health (e.g. flour that is made from wheat and is used to make bread, pizza and cakes which provides vitamins and fibre). Explore how foods such as wheat are grown and how seasons may affect the food that is available (e.g. fresh fruit). Ingredient Seasonality Healthy diet Grown Nutrients Fibre Vitamins Lesson Two: Conducting market research and
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perspective landscape using hatching, cross-hatching, stippling, finger blending, tone, pattern, scale and proportion. Children should evaluate this to prepare for their final project. Shapes Landscapes Hatching Cross-Hatching Stippling Finger Blend Scale Proportion Pattern Tone Perspective Creative Lesson 4&5: Final Project: Children will draw a creative prospective landscape using different types of pencil marks that are appropriate. Teachers should see evidence of a perspective landscape using hatching, cross-hatching,	Hand Placement Simple Shapes Building Shapes Cut Whole Picture Polystyrene Design Evaluate Final Project: Children will recreate a WWII image using polystyrene tiles as printing tools. Children will look at their evaluation and see how they could improve their technique from attempt one. Children should think about the skills that they will need to use to cut a block successfully (hand placement, simple shapes, building shapes together to make new shapes). Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect	Evaluate Week 4&5 Final Project: Children will create their own prop for a Harry Potter Film using wire/tissue paper/clay. Children should use the skills that they have learnt this half term. Teachers should see evidence of the mechanical systems that the children have been learning about in this unit. Children should evaluate their final pieces once they are done. Analyse use of art in various contexts. Use a sketchbook to record media explorations and experimentations as well as try out	Week 4&5: Final Project: Children will create a collage of a mountain scene using the skills that they have learnt in the half term. They should use a range of materials (fabric, tissue paper, etc) and the stitches that they have learnt this half term (running stitch, basting stitch, backstitch and a slip stitch). Children will evaluate their work once they have finished. Select and use materials independently. Recognise artists and their achievements. Record ideas and make changes in a sketch book.	they have learnt in their painting journey (dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter). Children should evaluate their final pieces. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Analyse use of art in various contexts. Use of different media to create effect (i.e. paint, pen, pencil). Developing use of contrast and colour in a project piece. Recognise artists and their achievements. Purposely control types of colour mixing to create desired shades and tones. Develop style using a range of techniques and materials. Use colour washes.	investigating existing products. Children to explore and evaluate a range of existing sponge cakes using their senses and score them based on appearance, texture, smell and taste. Children to think about which is their favourite cake and why. This research will help to inform the childrens' own cake designs in a later lesson. Evaluate Ingredient Senses Appearance Taste Texture Smell Lesson Three: Conducting market research and evaluating the suitability of materials for their purpose. Children to explore and evaluate a range of packaging materials for their cake and evaluate
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stippling, finger blending, tone, pattern, scale and proportion. Children will evaluate their work once they have finished. Use of different media to create effect (i.e. paint, pen, pencil). Analyse use of art in various contexts. Understanding how drawing the shapes in a landscape contribute to effect. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Create line tone, pattern and texture. Perspective drawing.	source material for future works. Analyse use of art in various contexts Develop style using a range of techniques and materials. Analyse use of art in various contexts. Print more complex pictures using different printing techniques. Continue to explore different types of printing. Key Words: Printing Hand Placement Simple Shapes Building Shapes Cut Whole Picture Polystyrene Design Evaluate	ideas, plan colours and collect source material for future works. Develop style using a range of techniques and materials. Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in products. For example, series circuits incorporating switches, bulbs, buzzers and motors. Understand and use mechanical systems in their products for	Use appropriate scale and proportion. Analyse use of art in various contexts. Study and understand art from a different era and apply principles to a piece. Use of different media to create effect (i.e. paint, pen, pencil). Develop style using a range of techniques and materials. Show further experience in changing and modifying threads and fabrics, fabrics from other countries. Show awareness and name a range	Analyse use of art in various contexts. Key Words: Colour Washes Watercolours Picasso Mixing Primary Colour Secondary Colour Complementary Colour Contrasting Colour Paintbrush Pressure Dry Brush Double/Triple Load Cross Hatch Fan Brush Washes Paint Splatter	them based on their properties/requirements such as waterproof, strong, transparent, colourful, air tight and effective use of space. Children to think about which is the best way to package a cake and why. This research will help to inform the childrens' own cake packaging designs in a later lesson. Evaluate Material Packaging Properties Requirements Waterproof Strong Transparent Colourful Air tight Space Lesson Four: Selecting and using tools, equipment and ingredients safely and effectively. The children have the opportunity to practise the skills that will be involved in the preparing and making of their cake. They can
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	Develop style using a range of techniques and materials. To understand when different types of pencil mark are appropriate: i.e. faint lines for rubbing out, darker lines for definition. Using shading to create movement. Key Words: Shapes Landscapes Hatching Cross-Hatching Stippling Finger Blend Scale Proportion Pattern Tone Perspective Creative		example gears, pulleys, cams, levers and linkages. Key Words: Mechanical System Gears Pulleys Cams Levers Linkages Circuits Switches Bulbs Buzzers Motors Electricity Design Evaluate	of different fabrics. Use equipment and media with confidence. Learn to secure work to continue at a later date. Key Words: Sewing Stitch Running Stitch Basting Stitch Backstitch Slip Stitch Fabric Material Fabric Mountain		practise skills such as spreading, decorating, greasing, beating, measuring, sifting, folding and dusting. The children can also practise how to use an oven safely again. The children can explain their choice of tools and equipment in relation to the skills and techniques they will be using. Cook Prepare Make Spread Decorate Grease Beat Measure Sift Fold Dust Ingredient Method Process Tools Equipment Oven Safety Lesson Five: Design an appealing product and suitable packaging.
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						Children to design a cake based on a design criteria informed by market research conducted in an earlier lesson as well as design packaging for their cake product informed by market research conducted in an earlier lesson. The children can identify a purpose and a target group for their product. Children can explain why they have chosen their design for their cake and the packaging. Ingredient Design Design criteria Appealing Suitable Market research Purpose Target group Packaging Lesson Six: Make and evaluate. Children to make and evaluate their cake product. They are made based on their design from the lesson before and they are evaluated
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						against their design criteria. Children can also consider the views of others in an effort to improve their work. The children can for example identify what they think went well, what it tasted like, whether it was aesthetically pleasing, how it baked and also what they could do to improve their work. Ingredient Evaluate Cook Prepare Make Spread Decorate Grease Beat Measure Sift Fold Dust Method Process Tools Equipment Oven Safety Design criteria Design
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						Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional
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						properties and aesthetic qualities Investigate and analyse a range of existing products – compare their product to what is already on the market Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and
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						how a variety of ingredients are grown, reared, caught and processed.
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	Year 6 Unit 1 - How Does Music Bring Us Together?	Year 6 Unit 2 - How Does Music Connect Us With The Past?	Year 6 Unit 3 - How Does Music Make The World A Better Place?	Year 6 Unit 4 - How Does Music Teach Us About Our Community?	Year 6 Unit 5 - How Does Music Shape Our Way Of Life?	Year 6 Unit 6 - How Does Music Connect Us With The Environment?
<u>Music</u>	Year 6 Unit 1 - How Does Music Bring Us Together?	Year 6 Unit 2 - How Does Music Connect Us With The Past?	Year 6 Unit 3 - How Does Music Make The World A Better Place?	Year 6 Unit 4 - How Does Music Teach Us About Our Community?	Year 6 Unit 5 - How Does Music Shape Our Way Of Life?	Year 6 Unit 6 - How Does Music Connect Us With The Environment?
<u>Overview</u>	<u>Key knowledge:</u> - 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	<u>Key knowledge:</u> - 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	<u>Key knowledge:</u> - Tempo: 68 bpm (Adagio, a slow pace) - Time Signature: 4/4 (4 crotchets in every bar) - Rhythmic patterns using minims, dotted crotchets, crotchets,	<u>Key knowledge:</u> - Tempo: 116 bpm (Moderato, a moderate pace) - Time Signature: 5/4 (5 crotchets in every bar) - Rhythmic patterns using minims, dotted	<u>Key knowledge:</u> - 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)	<u>Key knowledge:</u> - 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

	<u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Do What You Want To Joanna Mangona and Chris Taylor Soul 2020/21 Fanfare For The Common Man Aaron Copland 20th and 21st Century Orchestral 1942 It's All About Love Joanna Mangona and Chris Taylor Pop 2020/21 Let's Write A Song Joanna Mangona and Chris Madin Pop 2020/21 Sunshine On A Rainy Day Joanna Mangona and Chris Taylor Soul 2020	• Key Signature: A minor (no sharps/flats) • Melodic patterns using the notes A B C D E F G <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> My Best Friend Joanna Mangona and Chris Taylor Soul 2020/21 Why Supaman Hip Hop 2020 Singing Swinging Star Joanna Mangona and Chris Madin Jazz: Swing 2020/21 The Rite Of Spring, Pt. 1 Adoration Of The	quavers, semiquavers and their rests • Key Signature: D major (2 sharps) • Melodic patterns using the notes D E F# G A B C# <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Disco Fever Joanna Mangona and Chris Taylor Disco 2020/21 1812 Overture Pyotr Ilyich Tchaikovsky Romantic 1812	crotchets, crotchets, quavers and their rests • Key Signature: G major (1 sharp) • Melodic patterns using the notes G A B C D E F# <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Let's Rock Joanna Mangona and Chris Taylor Rock 2020/21 Mazurkas, Op.24 Frédéric Chopin Romantic 1836 Simple Gifts Joseph Brackett	• Melodic patterns using the notes D E F G A <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Wake Up! Joanna Mangona and Chris Taylor Hip Hop 2020/21 We Shall Overcome Unknown Gospel Unknown Down By The Riverside Unknown Gospel Mid 1800s You Belong With Me Joanna Mangona and Chris Taylor Soul 2020/21	• Key Signature: C major (No flats/sharps) • Melodic patterns using the notes C D E F G A B <u>Song</u> <u>Composer</u> <u>Genre</u> <u>Date</u> Heal The Earth Joanna Mangona and Chris Taylor Reggae 2020/21 My Funny Valentine Richard Rodgers Musicals 1937 Let's Go Surfin' Joanna Mangona and Chris Taylor Pop 2020/21 Main Title Theme From Schindler's List John Williams Film Music 1993
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	<u>Musicianship (including playing, composing and improvising)</u> 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 Improvise Together - Activity 1 Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, F, G, A, B	Earth - No. 1 Introduction Igor Stravinsky 20th and 21st Century Orchestral 1913 Roll Alabama Unknown Rock 1800s <u>Musicianship (including playing, composing and improvising)</u> Tempo: 66bpm Time Signature: 3/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A, B, C, D, E, F, G Improvise Together - Activity 1 - As Unit 1	La Bamba Unknown Rock Unknown Hondo (War) Kudaushe Matimba and Harare Music Zimbabwean Pop 2020 Vakuru (Elders) Kudaushe Matimba and Harare Music Zimbabwean Pop 2019 Change Joanna Mangona and Chris Taylor R&B 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 68bpm Time Signature: 4/4 Key Signature: D major Rhythmic patterns using: Minims, dotted crotchets,	Folk 1848 Danny Boy Frederic Weatherly Folk 1913 Friendship Should Never End Joanna Mangona and Chris Taylor Pop 2020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 116bpm Time Signature: 5/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets, and quavers. Melodic patterns: G, A, B, C, D, E, F# Improvise Together - Activity 2 - As Unit 3	Dance The Night Away Joanna Mangona and Chris Taylor Salsa 2 020/21 <u>Musicianship (including playing, composing and improvising)</u> Tempo: 76bpm Time Signature: 6/8 Key Signature: D minor Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers. Melodic patterns: D, E, F, G, A Improvise Together - Activity 3 Tempo: 116bpm Time Signature: 5/4 Key Signature: G major Improvise section using: G, A, B, C, D, E, F#	So Amazing Joanna Mangona and Chris Taylor Soul 2020/21 <u>Musicianship (including playing, composing and improvising)</u> 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 Improvise Together - Activity 3 - As Unit 5
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			crotchets, quavers, and semiquavers. Melodic patterns: D, E, F#, G, A, B, C# Improvise Together - Activity 2 Tempo: 66 bpm Time Signature: 2/4 Key Signature: C major Improvise section using: C, D, E, F, G, A, B			
<u>Vocabulary</u>	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato	A capella Appraising Arrangement Backing Balance Bridge Chorus Coda Cover Dynamics Ending Ensemble Groove Harmony Hook Introduction Lyrics Melody Offbeat Original Ostinato

	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff	Performing Phrase Pre-chorus Pulse/beat Rhythm Riff Solo Style Tempo Texture Timbre Verse Band Crossover Notation Pentatonic scale Pitch Riff
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	- 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	- 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,	Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments.	- Creation: Christian belief that humans are made in God's image, by God. - Theistic Evolution: Awareness of the relationship between the Genesis	- 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.	

	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 Many people see war to be a last resort and seek peace	meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. The use of Jakata Tales as a source of moral guidance	• 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.	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.	• 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. • 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
	<u>OAA</u> To build communication and trust whilst showing an awareness of safety.	<u>Hockey</u> To develop dribbling to beat a defender.	<u>Football</u> To be able to dribble the ball under pressure.	<u>Netball</u> To develop passing and moving.	<u>Rounders</u> To develop the bowling action and	<u>Rounders</u> To develop the bowling action and

	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. <u>Fitness</u> To develop an awareness of what your body is capable of. 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.	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. <u>Dodgeball</u> 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.	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 you have learnt to play in a football tournament. <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	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. To learn the positions of 5-a-side netball. <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	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 understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. <u>Cricket</u> To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep	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 understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. <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.
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			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.	when choreographing. 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. THEME: Anti Bullying To select actions and dynamics to convey different characters. To choreograph a dance that shows contrasting characters. To communicate a story through dance.	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.	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. <u>Athletics</u> 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
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						accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <u>Swimming</u> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop breaststroke technique. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating.
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						To develop the dolphin kick. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To increase endurance in swim challenges. To identify fastest strokes and personal bests.
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	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	Football Net Goal Referee Defence Attack Dribble Midfield Striker Tackle Throw in Corner Goal kick Penalty Free kick Balance Jump Land Turn	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	Stumps Wicket Over Bat Ball Leg before wicket (LBW) Runs Umpire Oval Fielders Batters Wicket keeper Innings Over arm Fielding Batting Posts Bats	Freestyle Backstroke Breastroke Buttettfly Crawl Technique Float Noodle Mushroom Starting block Flutter kick Dolphin kick Frog kick Medley Open water Survival Relay Touch pad Life guard

	Activity Boundary Orienteering Compass Course Location Scale Strategy symbol	Hockey stick Pitch Referee Long corner Short corner Free pass Penalty Goal keeper Attack Defence Tap Hit Slap	Spin Roll Cartwheel Forward roll Backward roll Table Bench Climbing frame Rope	Dynamics Music Rhythm Beat Tip toes Shape structure Improvise Choreograph	Batter Bowler Bowling Fielders Backstop Deep fielders Rounder No ball Low ball Wide ball Batting box Bowling box Pitch Umpire Scoring	Breathing Control Alternate Natural Posts Bats Batter Bowler Bowling Fielders Backstop Deep fielders Rounder No ball Low ball Wide ball 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
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PSHE	<u>Positive Contribution</u> You are responsible. Making your own choices. Talking about peer pressure. 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 H38. How to predict, assess and manage risk in different situations National Government R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	<u>Relationships and identity</u> <u>Online identity</u> Online Relationships 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. 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	<u>Healthy Lifestyle</u> (writing an information report on how to do so) Looking at healthy diet, sleep, exercise and a positive mindset. Talk about healthy and unhealthy habits. Learn that they have choices when it comes to healthcare when they are adults. H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and	<u>Feelings and relationships</u> My Body, My Choice 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 R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations Vocab Mental health Age limits Violence Sexual content Consequences	<u>Keeping Safe</u> Outdoors - Playing It Safe Home - Safe and Sound H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) Outdoors - Playing It Safe	<u>Growing and changing</u> <u>SRE – separate curriculum</u> Taking care of our bodies. 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed L16. about how text and images in the media and on social media can be manipulated or
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	L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally Vocab Democracy Ambassador School council Elect Vote Application	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 Vocab Social media Social interaction Personal information Cyberbullying Trolls Strangers Age limits Inappropriate content Grooming Location Compliment Feelings Respect	negative effects on a healthy lifestyle 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 fruit juices, smoothies and fruit teas; the effects of smoking) 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 Vocab Proteins Fats Carbohydrates Sugar Dairy	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 Non-verbal communication	H38. how to predict, assess and manage risks in different situations 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 Vocab Knife awareness Gangs Healthy relationships Possession Drugs Sentence Cannabis Cocaine Alcohol Prescription	invented; strategies to evaluate the reliability of sources and identify misinformation Vocab Penis Vagina Ovulation Menstruation Erection Semen Testicles Scrotum Vulva Sexual intercourse Fallopian tube Fertilisation Egg Sperm Baby Pregnant Lactating Pubic hair Hygiene Aroused
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		Wisdom Courage Responsibility Hope Justice Compassion Integrity Remembrance Significance Symbols Bullying Emotional Physical Up stander Bystander Racial Homophobic Choices Acceptance	Calcium Balance Energy Fibre Vitamins Minerals Fruit Vegetables Recipe Healthy plate Exercise Muscles Daily intake Development Strength			
MFL French	Le-week-end	Les vêtements	Ma journée	Les transports	Le sport	On va faire la fête
	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		Children will be able to: Understand and respond to spoken	Children will be able to: Discover and develop an	Children will be able to: Write at varying length for	Children will be able to: Understand feminine and

	spontaneity. Recount simple events, stories and information. Speak with increasing confidence and fluency. Discuss and ask questions with increasing accuracy of pronunciation and intonation.	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.	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.	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.	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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Sample vocabulary	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	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	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	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?	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	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),
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				[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!	passionnant! Lyon gagne 2–0.	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 sandwichs au poulet/au thon/au fromage/à la tomate, les glaces au
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						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 revoi
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RHSE 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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	That if you have done something illegal / not age appropriate you can still seek help. My Body My choice Spring 2 To understand peer pressure and talk about ways of managing pressure. Who they can talk to for help. To make their own decisions and not follow others if this makes them feel uncomfortable, That you can change your mind at any time. That if you try something and realise this makes you feel uncomfortable that you can stop at any time. Keeping Safe Summer 1 To discuss the law and things are legal at different ages. Look at the impact on health that cigarettes, nicotine, alcohol, vaping and medicines have. That if you have done something illegal / not age appropriate you can still seek help.	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws H38. how to predict, assess and manage risk in different situations 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) In an Emergency H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health L11. recognise ways in which the internet and social media can be used both positively and negatively. L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Advice Positive Negative Age restrictions Body image Media Influence Illegal Law Legal Drug Habit Cigarette Alcohol Nicotine Medicines Vaping Emergency Distribution Predators	
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Year 6 Parents can only withdraw from lesson 3. Lesson 1 Puberty and reproduction Lesson 2 Understanding Relationships Lesson 3 Conception and pregnancy Lesson 4 Communicating in relationships.	All children should be able to... -Name physical changes young people will experience during puberty. -Describe emotional changes young people might experience during puberty. -Appreciate that there is no such thing as a perfect body. -List things that all loving relationships have in common. -Explain what a sexual relationship is. -Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. -Explain how babies are conceived and how they are born. -Identify someone they could talk to about their changing body, should they need to. -Explain how to look after their bodies during puberty. -Name some ways to cope with new or difficult emotions. -Describe some of the ways in which the media fuels the notion of a perfect body.	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact 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 H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Vocabulary from K1 and LKS2 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	Where do I come from ppt Where do I come from activity Changing emotions ppt Emotional changes problem page Just the way you are ppt Just the way you are activity. Relationships ppt and activity sheet. Let's talk about sex ppt and activity. Human reproduction ppt and activity. Christopher Winters lesson plans and resources.
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	-Describe the different types of loving relationships that exist. -Explain the laws around sexual relationships. -Explain what contraception is, how it is used and what it is used for. -Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. -Use scientific vocabulary to accurately explain how babies are made and how they are born. -Describe the process from conception to birth and the needs of the foetus.	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively 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 R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 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	Labia Periods Menstruation Breasts Oestrogen Pregnant Embryo Umbilical cord Body image Social media Commitment Affection Marriage Disabled Lesbian Gay Couple Heterosexual Homosexual	
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		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 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 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 R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 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 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 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 R7. to recognise and respect that there are different types of family structure (including single parents, same-		
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		sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability 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 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		
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