

## School Curriculum Framework Overview Year 6 2020-2021

Year Group Theme	<p style="text-align: center;">World at War (World War One &amp; World War Two) Does conflict resolve problems? 7 weeks/7 weeks</p>		<p style="text-align: center;">Environmental issues (Climate change &amp; land use) What impact do we have on our environment? 6 weeks/6 weeks</p>		<p style="text-align: center;">Early Islamic Civilizations (Non European Baghdad) What did Early Islamic Civilization leave behind? How was Baghdad different to London in 900AD? 6 weeks/7 weeks</p>	
Assembly Value	<p style="text-align: center;">Good Manners &amp; Respect</p>		<p style="text-align: center;">Growth Mindset &amp; Aspirations and Inspirations</p>		<p style="text-align: center;">Healthy Mind and Healthy Body &amp; Global Citerzenship</p>	
Love to Read	<p>Macbeth, War Game, Goodnight Mr Tom, Street Child, War Monkey</p>		<p>The Storm keepers Island, Why should I bother about the planet?</p>			
Experiences	<p>2. Visit PGL 13. Build a scale model of... 14. Learn a poem of by heart</p>		<p>5. Write a speech 6. Create a piece of work for an art exhibition</p>		<p>1. Keep a diary for a week 4. Write in hieroglyphics 12. Complete a first aid course</p>	
National & whole school events	<p>Roald dahl Day Jeans for Genes School Council &amp; Mini Police Elections Harvest Assembly NSPCC Assembly Black History Month (October)</p>	<p>Book Fair Anti-bullying wk. 11 - 15<sup>th</sup> Nov Children in Need - Nov Remembrance Day - 11<sup>th</sup> Nov Christmus Jumper Day</p>	<p>Young Voices Blue Day TT Rockstars Cup National Handwriting day 23<sup>rd</sup> Jan Internet safety day 11<sup>th</sup> Feb</p>	<p>Red Nose &amp; Sport Relief World Book day 5<sup>th</sup> March British Science Week 6<sup>th</sup> - 15<sup>th</sup></p>	<p>World Earth Day - 50<sup>th</sup> Anniversary - 22<sup>nd</sup> April St Georges &amp; Shakespeare Day 23<sup>rd</sup> April Mental Health &amp; Healthy Schools Awareness Week 18<sup>th</sup>-24<sup>th</sup> May</p>	<p>Sports Week Cultural Diversity &amp; Arts Week Birchwood carnival Birchwood Singing Assembly</p>
Assessment	<p style="text-align: center;"><u>Baseline</u></p>		<p style="text-align: center;"><u>Autumn</u> Puma/Pira</p>		<p style="text-align: center;"><u>Spring</u> Puma/Pira</p>	
Mastery Challenge	<p style="text-align: center;">World At War assembly</p>		<p style="text-align: center;">Provide Plastic installation for Parents Evening</p>			
Subject area	<p style="text-align: center;">AUTUMN TERM 1<sup>st</sup> Half (7wks)</p>	<p style="text-align: center;">AUTUMN TERM 2<sup>nd</sup> Half (7wks)</p>	<p style="text-align: center;">SPRING TERM 1<sup>st</sup> Half (6wks)</p>	<p style="text-align: center;">SPRING TERM 2<sup>nd</sup> Half (6wks)</p>	<p style="text-align: center;">SUMMER TERM 1<sup>st</sup> Half (6 wks)</p>	<p style="text-align: center;">SUMMER TERM 2<sup>nd</sup> Half (7wks)</p>

Writing	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
HIS/GEOG/SCI FOCUS	British History: Shakespeare		World War I		World War II		Climate Change: Our community		Climate Change: Our Planet		Early Islamic civilisation: Baghdad	
PURPOSE FOR WRITING	<b>INFORM</b> Recount/Word Bank	<b>INFORM</b> Recount/Word Bank	<b>ENTERTAIN</b> Character Description	<b>ENTERTAIN</b> Setting description	<b>ENTERTAIN</b> Narrative	<b>ENTERTAIN</b> Narrative	<b>ASSESSMENT</b> Letter to MP	<b>ASSESSMENT</b> Narrative	<b>ASSESSMENT</b> Marine Biome explanation	<b>ASSESSMENT</b> Explanation text	<b>ASSESSMENT</b> Script writing	<b>ASSESSMENT</b> Poetry
TEXT	Macbeth	Richard III	War Game	Frankenstein	Good Night Mr Tom	Refugee	Formal letters	Floodland	Geography texts: Biomes	Politics for beginners	Treasure Island	Poetry
GENRE	Fiction from our lit heritage	Fiction from our lit heritage	Modern fiction	Fiction from our lit heritage	Modern fiction	Stories from other cultures	Range of non-fiction	Modern fiction	Non-fiction structured in different ways	Non-fiction structured in different ways	Fiction from our lit heritage	Fiction from our lit heritage
GRAMMAR & PUNCTUATION FOCUS	<p><b>Capital letters</b> for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'.</p> <p><b>Paragraphs</b></p> <p><b>Word clauses:</b> Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs <b>Expanded noun phrases</b></p> <p><b>Commas to separate clauses and phrases (including complex sentences)</b></p> <p><b>Conjunctions</b> <b>CONCESSIONAL:</b> Although, Even though, Though <b>TIME:</b> As soon as, Since, While, Meanwhile, Subsequently, Thereafter</p>		<p><b>Adverbials</b> Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect</p> <p><b>Relative clauses</b> Use relative clauses beginning with who, which, where, when, whose, that</p> <p><b>Parenthesis</b> Use brackets, dashes and commas for parenthesis</p> <p><b>Semi-colons and Colons</b></p>		<p><b>Cohesion</b> Cohesion built within and across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.</p> <p><b>Speech and speech punctuation</b> Uses all speech punctuation accurately</p> <p>Speech used to convey character Speech used to move the action forward</p> <p><b>Comparative language</b> Describe settings and character and atmosphere through effective use of simile and personification</p>		<p><b>Re-teach subordinating conjunctions</b> Complex sentences using subordination and fronted adverbials <b>ADDITIONAL</b> -Furthermore, In addition, Moreover <b>CONDITIONAL</b> -Despite, Unless, Provided that, Assuming that <b>SUMARISING</b> -In conclusion, Therefore, As can be seen, In summary, To demonstrate this</p> <p><b>Modal verbs</b> A range of modal verbs used accurately</p> <p><b>Hyphens</b> Use hyphens for numbers and compound adjectives</p>		<p><b>AFL and re-cap</b></p>		<p><b>AFL and re-cap</b></p>	
HIGH LEVEL VOCABULARY	<b>12 WORD BANK</b> (Nouns/Adjectives/Verbs)		<b>12 WORD BANK</b> (Nouns/Adjectives/Verbs/Adverbs)		<b>12 WORD BANK</b> (Nouns/Adjectives/Verbs/Adverbs)							
SPELLING FOCUS	Re-teach		Re-teach		Re-teach							
ASSESSMENT PIECE	Letter		Character/setting description		Narrative		Informative/persuasive letter		Narrative		Poetry	

**TEXT TYPES & GENRES**

READING	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>YEAR 6</b>						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse

TEACHING FOCUS	WORD MEANING	RETRIEVAL	INFERENCE	INFERENCE	SUMMARY	PREDICTION/AUTHORIAL INTENT
	<p>Reading aloud for punctuation and performance (enhance word or sentence meaning)</p> <p>Range of reading (technical/formal/slang/accents for inference/character inference/genre inference &amp; prediction)</p>	<p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Skimming and Scanning also taught explicitly.</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferencing word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferencing word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Expand answering questions by locating information across a series of sentences/ paragraphs</p> <p>Skimming taught explicitly.</p>	<p><i>INFERENCE</i></p> <p><i>RETRIEVAL</i></p> <p><i>WORD MEANING</i></p> <p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Identify key details to support plausible prediction</p> <p>Justify suggestions: text marking</p>
WEEK 1	Jigsaw: Using root words and morphemic knowledge	Scanning for key facts/ names/ numbers Fill in the gap	Using images	Justification of understanding: text marking	Sequencing: events, paragraphs, timings, etc.	Identify key details to support plausible prediction Justify suggestions: text marking
WEEK 2	Using word class	Labelling/ using diagrams	Using grammar (year group knowledge)	True or False statements- justified from implied information	Skimming to gain 'gist'	Identify inferences to support plausible prediction Justify suggestions: text marking
WEEK 3	Using word class	Chunking clauses	Using grammar (year group knowledge)	Context: implied information; characterisation and settings	Summarise with scaffolds (e.g. SWBST grid) -whole narratives	Authorial intent: grammar/ sentence choices
WEEK 4	Context: The text so far	True or False statements - locate answers	Discrete sentences: <i>what do you think you know?</i>	Context: changing opinions across text from	Paragraph summaries	Authorial intent: vocabulary choices
WEEK 5	Context: The text so far	Matching; including both words and phrases	Justification of understanding: text marking	All skills practiced	Paragraph summaries for different text structures	Authorial intent: text layout
WEEK 6	Phrases; including range of idioms and puns	Multiple choice -justify answers All skills practiced	Using different text layouts	All skills practiced	Sequence summaries	Authorial intent: grammar/ sentence choices

Mathematics	<b>Number and Calculation</b>	<b>FDP</b>	<b>Measurement</b>	<b>Algebra</b>	<b>Revision</b>	<b>Problem solving and investigations</b>
	<p>Number: Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders,</p>	<p>Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math></p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example <math>\frac{3}{8}</math> ]</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving</p>	<p>Measurement Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p> <p>Convert between miles and kilometres.</p> <p>Measurement: Perimeter, Area and Volume Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including <math>\text{cm}^3</math>, <math>\text{m}^3</math> and extending to other units (<math>\text{mm}^3</math>, <math>\text{km}^3</math>)</p> <p><b>Ratio</b></p>	<p>Use simple formulae</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p><b>Geometry</b></p> <p>Properties of Shapes Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>Statistics</b></p> <p>Illustrate and name parts of circles, including radius, diameter and circumference</p>		

	<p>fractions, or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360]</p>	<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiple</p>	<p>and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate the mean as an average.</p>		
Science	<p><b>Evolution</b></p> <p>Recognise that living things have changed over time.</p> <p>Recognise that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b>Evolution</b></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Animals including humans</b></p> <p>Identify and name the main parts of the human circulatory system</p> <p>Describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics, similarities and differences</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells in a circuit</p> <p>Compare and give reasons for variations in how components function</p>

					<p>explain why shadows have the same shape as the objects that cast them</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	
Geography	<p><b>Locational knowledge:</b> Maps of Europe labelling countries (and capitals) incl Russia for axis/allied/neutral, include lines of longitude and latitude for positioning Physical features of Europe including principal mountain ranges and rivers</p> <p><b>Place knowledge:</b> Similarities and differences between locality and a region in a European country – France (battlefield site Somme/Ypres) Maps of region looking at changes in last 100 years</p>	<p><b>Field work and mapping:</b> OS maps to show positions of air bases</p> <p><b>Locational knowledge:</b> Name and locate the counties and cities in UK which had RAF or submarine bases, that had heavy bombing, that had industry that were part of the war effort</p>	<p><b>Locational knowledge:</b> World map to include all the features from Y3/4/5 and environmental regions – deserts, rainforests, savannah, temperate, Mediterranean, Tundra Temperate 150</p> <p><b>Human geography:</b> Climate change, environmental impact of fracking, mining, intensive farming Use statistics and data to draw conclusions</p>	<p><b>Physical geography:</b> Coasts – topographical features of coast lines and how they change over time through erosion and deposition 106-110</p> <p>Distribution of world’s natural resources Use atlas and maps with 6 fig grid references 144 Temperate, Savannah and Grassland Biomes 154 Ocean currents 146</p>		<p><b>Locational knowledge:</b> Topographical map of Middle East showing cities and ports, development of Baghdad</p> <p><b>Physical geography:</b> Desert and Savannah biome Desert biome 156 Savannah 155</p> <p><b>Human geography:</b> Middle east and trade links with wider world Natural resources</p>

History	<p><b>WW1- Does conflict help to resolve issues?</b></p> <p>Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)</p> <p>Relate current studies to previous learning and make comparisons between different times in history</p>	<p><b>WW2- Does conflict help to resolve issues?</b></p> <p>Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.</p> <p>In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural</p> <p>Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</p>	<p><b>Interpreting and investigation</b></p> <p>Select suitable sources of evidence, giving reasons for the choice.</p> <p>Explore all available evidence to form their own opinion on a historical event</p> <p>Evaluate the usefulness and accuracy of different sources of evidence</p>	<p><b>Interpreting and investigation</b></p> <p>Select suitable sources of evidence, giving reasons for the choice.</p> <p>Explore all available evidence to form their own opinion on a historical event Evaluate the usefulness and accuracy of different sources of evidence</p>	<p><b>Historical knowledge and understanding</b></p> <p>Relate current studies to previous learning and make comparisons between different times in history</p> <p>Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.</p>	<p><b>Historical knowledge and understanding</b></p> <p>Relate current studies to previous learning and make comparisons between different times in history.</p> <p>Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.</p>
Art & DT	<p><b>Sketching Pencil drawing and art history</b></p> <p>Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering</p> <p>Recognise/understand the difference between marks to represent texture and marks to portray light and dark</p> <p>Be able to record accurately from first hand observation</p>	<p><b>Textiles</b></p> <p>Learn how to make fabric resist dye</p> <p>Develop understanding of RESIST</p> <p>Reapply sewing techniques to add design details and pattern</p> <p><b>Materials</b></p> <p>Cut with precision and produce a good finish</p>	<p><b>Art history through watercolour</b></p> <p>Study a range of well-known artists and emulate their work, specifically copying their style.</p> <p>Art of Anatomy pg 178 Link with Science</p> <p>Artist: Travis Bedel</p>	<p><b>Mechanics</b></p> <p>Combine electronics and mechanics to produce original designs</p> <p>Use cams to change a rotation into a push/pull movement</p>	<p><b>Clay</b></p> <p>To create a mythical beast model by reapplying knowledge of making thumb pots, rolling and pulling out clay</p> <p>Use knowledge of pattern and texture to impress designs into the figure</p> <p>Revise knowledge of dragging clay to join</p>	<p><b>Consolidation of skills from the year</b></p> <p>Displayed at the exhibition</p> <p><b>Historical inspiration</b></p> <p>Start with existing designs and invent improved ones</p> <p>Evaluate the design of products and identify possible further changes</p>

	<p><b>Editing and evaluating</b></p> <p>Start with existing designs and invent improved ones</p> <p>Evaluate the design of products and identify possible further changes to improve its performance</p> <p>Capturing Conflict pg 150 Artist: Paul Nash</p>	<p>Select appropriate tools to cut and shape a particular type of material</p> <p>Abstract Art pg 100-104 Artist/Inventor: Wassily Kandinsky</p>			<p>Learn the technique of cross hatch and slip for joining clay</p> <p><b>Food</b></p> <p>Understand how to store and handle food ingredients properly.</p> <p>Invent and modify own recipes including ingredients, methods, cooking times and temperatures</p> <p>Art and religion pg 170 Ancient Art pg 84 Artist: The Mesopotamians</p>	to improve its performance
<p>Computing &amp; Digital Literacy Purple Mash</p> <p>ONLINE SAFETY - TERMLY WED</p>	<p>Year 6 coding 6.1</p> <ul style="list-style-type: none"> <li>To review good planning skills.</li> <li>To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.</li> <li>To use variables within a game to keep track of the properties of objects</li> </ul>	<p>Year 6 spreadsheets 6.3</p> <p>Exploring Probability</p> <p>Use of spreadsheets in 'real life'</p> <p>Creating a computational model</p> <p>Use a spreadsheet to plan pocket money spending</p> <p>Planning a school event</p>	<p>Year 6 blogging 6.4</p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of successful blog writing.</p> <p>To plan the theme and content for a blog.</p> <p>To understand how to write a blog.</p> <p>To consider the effect upon the audience of changing the</p>	<p>Year 6 text adventures 6.5</p> <p>To find out what a text adventure is.</p> <p>To plan a story adventure.</p> <p>To make a story-based adventure.</p> <p>To introduce map-based text adventures.</p> <p>To code a map-based text adventure</p>	<p><b>Digital Literacy Unit</b></p>	<p>Year 6 quizzing 6.7</p> <p>To make a picture quiz for young children.</p> <p>To learn how to use the question types within 2Quiz.</p> <p>To explore the grammar quizzes</p> <p>To make a quiz that requires the</p>

<ul style="list-style-type: none"> <li>• To use functions and understand why they are useful in 2Code.</li> <li>• To debug a program and organise the code into tabs.</li> <li>• To organise code into functions and Call functions to eliminate surplus code in the program.</li> <li>• To explore the options for getting text input from the user in 2Code.</li> <li>• How to include interactivity in programming.</li> <li>• To use flowcharts to test and debug a program.</li> <li>• To create a simulation of a room in which devices can be controlled.</li> </ul> <p>To explore how 2Code can be used to make a text-based adventure game.</p>		<p>visual properties of the blog.</p> <p>To understand the importance of regularly updating the content of a blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p> <p>To peer-assess blogs against the agreed success criteria</p>			<p>player to search a database.</p> <p>Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents</p>
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PE Striver	<p><b>Gymnastics 1</b></p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>	<p><b>Dance 1</b></p> <p>Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences</p> <p>Demonstrate a consistent theme throughout a dance</p>	<p><b>Wellbeing Module X3</b></p> <p>Yoga</p> <p>Sleep</p> <p>Teamwork</p>	<p><b>Gymnastics 2</b></p> <p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>	<p><b>Dance 2</b></p> <p>Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences</p> <p>Demonstrate a consistent theme throughout a dance</p>	<p><b>Wellbeing Module X3</b></p> <p>Mindfulness</p> <p>Nutrition</p> <p>Personal Care</p>
	<p><b>OAA</b></p> <p>Read a variety of maps and plans of the environment, recognising symbols and features</p> <p>Value the importance of planning and thinking as they work through their challenge</p> <p>Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>	<p><b>Handball</b></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p>Act as a good role model within a team, taking a lead role when required</p>	<p><b>Tennis</b></p> <p>Demonstrate the ready position and react to ball direction, including correct position to attempt shot.</p> <p>Play a simple forehand and backhand shot.</p> <p>Simulate the throw of a serve.</p> <p>Move and catch the ball correctly applied to the layout of the court.</p> <p>Take correct positions on the court.</p> <p>Play strategically aiming for points.</p>	<p><b>Basketball</b></p> <p>Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)</p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p>Act as a good role model within a team, taking a lead role when required</p>	<p><b>Rounders</b></p> <p>Throw at others and a target under pressure. Catch consistently under pressure.</p> <p>Strike a stationary ball demonstrating correct grip. Develop fielding techniques.</p> <p>Complete a full rounders game with rules</p> <p>Develop apt fielding tactics.</p>	<p><b>Athletics</b></p> <p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape.</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and endeavouring to improve performance.</p>

<p>MFL Language Angels</p>	<p><b>French speaking and listening</b></p> <p>Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing</p> <p>an announcement</p> <p>"Take part in a simple conversation</p> <p>Express an opinion</p>	<p><b>Speaking</b></p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p> <p>Pronunciation is becoming more accurate and intonation is being developed</p> <p>Know how to pronounce a range of letter strings.</p>	<p><b>Reading</b></p> <p>Understand the main points and some of the detail from a short written text.</p> <p>Begin to read independently.</p> <p>Use a bilingual dictionary to look up new words</p>	<p><b>Writing</b></p> <p>Write a short text on a familiar topic, adapting language already learnt</p> <p>Spell commonly used words correctly</p>	<p><b>Writing</b></p> <p>Write a short text on a familiar topic, adapting language already learnt</p> <p>Spell commonly used words correctly</p>	<p><b>Intercultural understanding</b></p> <p>Talk about, discuss and present information about a particular country's culture</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war</p>
<p>Music Charanga</p>	<p><b>Singing-Rehearsing and notating</b></p> <p>Pupils sing songs in parts with increasing control and expression.</p> <p>Play pieces with parts with accurate control of pitch, duration, tempo and dynamics</p> <p>Further extend appropriate musical vocabulary identified in CPS Progression . Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians</p>	<p><b>Listening and responding</b></p> <p>They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures</p> <p>They understand and use the staff and other musical notations.</p> <p>Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>	<p><b>Listening and Responding</b></p> <p>Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>	<p><b>Listening and Responding</b></p> <p>Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.</p> <p>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>	<p><b>Describing and discussing</b></p> <p>Further extend appropriate musical vocabulary identified in CPS Progression . Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians</p>	<p><b>Describing and discussing</b></p> <p>Further extend appropriate musical vocabulary identified in CPS Progression . Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians</p>

RE	<p><b>God</b></p> <p>UC 2b.1 (core)</p> <p>What does it mean if God is loving and holy?</p>	<p><b>God</b></p> <p>Do you have to believe in God to be good?</p> <p>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]</p>	<p><b>Creation</b></p> <p>Creation and Science: Conflicting or Complementary?</p>	<p><b>Creation</b></p> <p>(digging deeper)</p> <p>Creation and Science: Conflicting or Complementary?</p>	<p><b>Life Journey</b></p> <p>Hinduism/Islam</p> <p>[Hinduism: How do Hindus show they belong?</p> <p>Islam: How do Muslims show they belong?</p> <p>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</p>	<p><b>Life Journey</b></p> <p>Hinduism/Islam</p> <p>[Hinduism: How do Hindus show they belong?</p> <p>Islam: How do Muslims show they belong?</p> <p>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</p>
PSHE	<p>Theme – Being Me in My World</p> <p>Value - Good Manners</p> <p><i>Including E-Safety Week</i></p> <p>Topic – Feelings and Emotions/ Healthy Relationship</p>	<p>Theme – Relationships</p> <p>Value - Respect</p> <p><i>Including Anti-Bullying Week</i></p> <p>Topic – Valuing Difference</p>	<p>Theme – Celebrating Difference</p> <p>Value - Global Citizenship</p> <p><i>Including Diversity Week</i></p> <p>Topic – Rights and responsibilities</p>	<p>Theme – Dreams and Goals</p> <p>Value - Aspirations and Inspirations</p> <p><i>Including Careers Week/ Young Enterprise Week</i></p> <p>Topic – Taking care of the environment/ Money Matters</p>	<p>Theme – Changing Me</p> <p>Value - Growth Mind-set</p> <p><i>Including Sex Education</i></p> <p>Topic – Changing and Growing</p>	<p>Theme – Healthy Me</p> <p>Value - Healthy Mind, Healthy Body</p> <p><i>Including Healthy Schools Week and Sports Day</i></p> <p>Topic – Healthy Lifestyles and Keeping Safe</p>