



Year 6: Long Term Learning Map – 2023-2024

		Term 1 History	Term 2 RE (Festivals) Science (physics)	Term 3 Geography	Term 4 Geography	Term 5 Science (biology) SATS	Term 6 Art
Enrichment Opportunities	After School Clubs	Music and Dance Netball Book Club	Music and Dance Netball Book Club	TBC	TBC	TBC	TBC
	Trips	STEAM museum – Swindon (train)	Mosque			Residential	
	Visitors			Humanist faith visitor	Shakespeare Workshop Life Ed Dome		First Aid: Severe bleeding and tourniquets
	Sports			SEND inclusive sports event Kurling and Boccia (selected pupils) - all Netball festival (selected pupils) – Y4/6	SEND inclusive Panathlon sports event (selected pupils) - all Cross country tournament (selected pupils) – all Swimming gala (selected pupils) Orienteering challenge (selected pupils) – Y5/6	Swimming pool Mountain biking event (selected pupils) – all? Duathlon event (selected pupils) – all? –	Dodgeball festival (selected pupils) – all? District sports field and track events (selected pupils) - all Inclusive Olympics SEND event (selected pupils) - all Dance festival (selected pupils) – all? Shonk ball festival (selected pupils) – all? Rounders festival (selected pupils) – all? Handball tournament (selected pupils) – all?
	Other	Stay and read Year 6 welcome, SATS and residential		Stay and read			Stay and read
	Assemblies	Harvest festival	Eid (including Christmas song)		Shakespeare Assembly		Final Performance Final Leavers' Assembly
Maths	Place Value- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy	Fractions <ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination 	Algebra <ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences 	Fractions, Decimals and Percentages <ul style="list-style-type: none"> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a 	Shape- <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets 	Themed projects, consolidation and problem solving.	

	<ul style="list-style-type: none"> use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above. <p>Four operations-</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations <ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 	<ul style="list-style-type: none"> compare and order fractions, including fractions > 1 <ul style="list-style-type: none"> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{4} = 8 \frac{1}{2}$] divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$] <p style="text-align: center;">Ratio</p> <ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<ul style="list-style-type: none"> express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. <p>Converting units</p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres 	<p>simple fraction [for example, $8 \frac{3}{4}$]</p> <ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy <ul style="list-style-type: none"> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Statistics</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>	<ul style="list-style-type: none"> compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. <p>Position and directions-</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
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	<ul style="list-style-type: none"> • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 					
English	Explanation Persuasion text	Recount Discussion text	Poetry Explanation	Narrative Recount	Narrative Poetry	Persuasion Discussion
Reading:	<p>Inference:</p> <ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives with evidence from the text, using Point Evidence Explain as a structure. • Discuss how characters change and develop through the texts by drawing inferences. • Consider different accounts of the same event and discuss view-points. • Consider different accounts of the same events and how characters have changed/developed to get to this viewpoint. <p>Prediction:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated based on themes. • Predict what might happen from details stated based on genres. • Predict what might happen from details stated based on conventions (a cliché/device that acts as a defining feature of a genre). • Predict what might happen from details based on knowledge of the author. • With increasing independence, predict what might happen from details implied on themes, conventions, knowledge of the author and genres <p>Explain:</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contributes to meaning. • Distinguish between statements of facts and opinion. • Evaluate how authors use language considering the impact on the reader. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Make comparisons • Show authors use language, including figurative language, considering the impact on the reader) within and across books/texts. <p>Retrieve:</p> <ul style="list-style-type: none"> • Find evidence in the text. • Find evidence in the text where the question uses synonyms and pronouns. • Find evidence in the text, taking evidence from across multiple sentences to link meaning. <p>Summarise:</p> <ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify and discuss themes and conventions in and across a wide range of writing. • Summarise and make comparisons within and across books. 					
Class book	'Cogheart' by Peter Bunzl					
Art	<p>Study significant works of art using the following method:</p> <p><i>Content</i> – Describe the art. What social, historical factors affect the work?</p> <p><i>Process</i> – When & how was the work made? What materials & techniques are used?</p> <p><i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture.</p>					

Mood – what emotions does the work convey?

Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.

Artist: Lowry (Industrial Revolution link)

[DT]

To draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.

To apply new drawing techniques to improve their mastery of materials and techniques.

To push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.

To draw for pleasure and record experiences and emotions. Describe, copy, and imagine how things might have looked in the past or in the future.

Uses line with confidence to represent own ideas and compositions.

Artist: (3D sculpture)

[DT]

Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.

[DT]

Artist: Monet

Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show an ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them and choose for a given purpose.

Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be familiar with a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.

Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours.

They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail.

Uses line with confidence to represent own ideas and compositions.

Understands how to apply pattern and texture with confidence to decorate or embellish paintings.

Science

Working Scientifically:

Question:

- Raise scientific questions and hypothesise

Observe:

- Take repeat readings when appropriate.
- Record using scatter graphs.

	<p>Classify and find patterns:</p> <ul style="list-style-type: none"> • Develop classification keys. • Identify evidence that supports/ refutes causal relationship. <p>Control investigations:</p> <ul style="list-style-type: none"> • Identify when and how to use tests. • Recognise and control variables. • Make predictions based on previous test results. <p>Research:</p> <ul style="list-style-type: none"> • Explore relevant information by using a wide range of secondary sources. • Identify evidence that has been used to support or refute ideas. <p>Model:</p> <ul style="list-style-type: none"> • Create own versions of models. <p>Conclude:</p> <ul style="list-style-type: none"> • Identify causal relationships. Begin to identify how reliable the data is. 				
		<p>Light:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Electricity:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<p>Animals including humans:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
History	<p>Sequence previously taught and Y6 eras and events using chronology. Sort sources to between suitable and not suitable between a historical era and the modern day, giving clear explanations and explaining bias Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single evidence gives a full picture of the past and compare various accounts of an event with a good understanding of differences. Use sources to describe the ideas, attitudes, beliefs and experiences of people within the time period, comparing gender and age. Use sources to ask a variety of open and closed questions to deduce information and infer about the past.</p>				
	<p>Industrial Revolution:</p> <p>1) Industrial Revolution: 1750AD – 1900AD</p> <p>2) 1769 - James Watt invented the Steam Engine</p> <p>3) Railways were created throughout Britain, which made transport easier for businesses</p> <p>4) Work was created as men were sent away to build the railways</p>			<p>Industrial Revolution (local study):</p> <p>1) 1757 – The first canal was built</p> <p>2) Goods were transported by canals across the UK</p> <p>3) 1827 - Gloucester and Sharpness canal is a 16 mile transport link</p> <p>4) The canal transported cocoa beans for Cadbury's factory</p>	

	<p>5) Factories were built outside of major cities, which created work for many</p> <p>6) Businesses were able to thrive because goods could be transported quickly</p> <p>7) Railways allowed many to visit far-away places</p> <p>8) Rail workers were under-paid, which led to increased levels of poverty</p> <p>9) Rail workers had poor housing and working conditions</p> <p>10) Children were working and not going to school</p> <p>11) Poor Law (1834) ensured that the poor were housed in workhouses, clothed and fed.</p> <p>12) Poor law made sure that working children had some education</p>				5) Coal was transported on the canal from the mines in the Forest of Dean	
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Geography	<p>Geographical and Fieldwork Skills</p> <p>Use 8 compass points to follow/give directions confidently</p> <p>Use 6 figure grid references to locate features on a map</p> <p>Know and use symbols on an OS map with a key confidently.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Brazil, OS map to find villages, towns and cities in the UK)</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use digital maps to convey information and data effectively (e.g. National Geographic Mapmaker)</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p>Draw a plan view map accurately using symbols and a key</p>					
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	<p>Human Geography and Place Knowledge Key Question: <i>What impact has the Ukraine invasion had upon the UK?</i></p> <p><u>Land Use Component Knowledge:</u> 1) Know that commercial land is designated for businesses, warehouses and retail. While commercial land usually doesn't take</p>	<p>Physical Geography and Place Knowledge Key Question: <i>Can you stop an Earthquake?</i></p> <p><u>Biomes Component Knowledge:</u> 1) Recap what biomes are. 2) Rainforest: Tropical rainforests are hot and wet all year round. 3) Desert: Deserts are dry all year round. Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. 4) Tundra: The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short.</p>			<p>Locational Knowledge Key Question: <i>Where in the world are we?</i></p> <p>1) Identify the position and purpose of the lines of latitude and longitude.</p> <p>2) Name and locate major countries and their capital cities in Eastern Europe: Russia (Moscow), Ukraine (Kyiv), Finland (Helsinki), Belarus</p>
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		<p>up much space, it's critical to the economy of a community.</p> <p>2) Know that industrial land use includes the manufacturing of different goods. These are factories on large-scale sites.</p> <p>3) Know that recreational land is meant to be used for the enjoyment of the people who use it. This is parks and open spaces, sports pitches, playgrounds and swimming pools.</p> <p><u>Resources and Economy (Global) Component Knowledge:</u></p> <p>4) In the UK, electricity is increasingly generated using renewable energy sources, such as wind and solar, and the cost of generating it in this way has fallen sharply over recent decades.</p> <p>5) When conflict or natural disasters occur, supply can be affected which affects the availability of food and fuel.</p> <p>6) Understand the effects of the Russian invasion of Ukraine by knowing that there have been fuel shortages, price hikes on food and certain foods being disrupted and understand why these things happened.</p> <p>Composite Task 1: To produce a news report.</p> <p>7) 8) 9)</p> <p>Composite Task 2: Understand human geographical similarities and differences between the UK and Russia - Compare industry in the UK and Russia.</p>	<p>5) Understand physical geographical similarities and differences between the UK and Russia - Compare biomes between the UK and Russia.</p> <p><u>Mountains and Volcanoes Component Knowledge:</u></p> <p>6) Identify and locate the following parts of a mountain and explain what they are: crevice, outcrop, ridge, tree line, foothills, plateau</p> <p>7) Know that mountains are often found in groups called mountain ranges.</p> <p>8) Name and locate famous mountain ranges: Himalayas, Alps, Andes, Ural</p> <p>9) Know that volcanoes erupt when molten rock called magma rises to the surface. Magma is formed when the earth's mantle melts. The mantle melting may happen where tectonic plates are pulling apart or where one plate is pushed down under another. Magma is lighter than rock so rises towards the Earth's surface.</p> <p><u>Earthquakes Component Knowledge:</u></p> <p>10) Know that the Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth.</p> <p>11) Know that tectonic plates are located all over the world. They cover the Earth's inner layers and act as a sort of shell below the ground and the sea. The plates that are below the continents (land) are known as continental plates. The plates that are covered by ocean are called oceanic plates.</p> <p>12) Know that the tectonic plates slide past each other, causing friction to build up. While some move towards each other, causing a build-up of pressure. When these forces - friction or pressure - are released, they produce a violent jolt that shakes the land: an earthquake.</p> <p>Composite Task: First person recount.</p>		<p>(Minsk), Poland (Warsaw) and Hungary (Budapest).</p> <p>3) Name and locate the counties of England: Gloucestershire, Cornwall, Kent, Nottinghamshire, Yorkshire, Lancashire and Norfolk.</p> <p>Composite Task: To write a persuasive speech.</p>
DT	<p>Designing:</p> <ul style="list-style-type: none"> • Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. • Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; • Use their knowledge of a broad range of existing products to help generate their ideas. • With growing confidence design innovative products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; • Explain clearly how particular parts of their products work. • Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; • Generate a range of design ideas and clearly communicate final designs. 				

	<ul style="list-style-type: none"> • Make thoughtful considerations on the availability and costings of resources when planning out designs; • Test ideas using prototypes; • use computer-aided design to develop and communicate their ideas • Confidently develop and follow design criteria <p>Evaluate: Analyse and evaluate:</p> <ul style="list-style-type: none"> • How well products have been designed and made • Why materials have been chosen • What methods of construction were used • How well the products work • How well the products serve purpose and user. <p>Pupils should know:</p> <ul style="list-style-type: none"> • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. 					
	<p>[Art]</p>	<p>Focus: Design and make clay tiles with Islamic patterns</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.</p>	<p>[Art]</p>	<p>Focus: Plan and design a board game with electrical components (using science knowledge from Spring 1)</p> <p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries.</p>	<p>Focus: Design and create end of term t-shirts using a variety of sewing and other textile techniques</p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p>	<p>[Art]</p>
<p>RE</p>	<p><u>Creation and science: Conflicting or complementary?</u></p> <ul style="list-style-type: none"> • On the Big Frieze, creation refers to God creating the world in 6 days and offers an explanation as to how everything came to be. • There is much debate and some controversy around the relationship between the accounts in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. e.g. reading Genesis 	<p><u>What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> • The Qur’an teaches Muslims that the Prophet Muhammad was chosen by God to deliver a message to humans and so is thought of as the founder of Islam. • Mawlid is the celebration of the Prophet Muhammad’s birthday. • In Britain and the Middle East Muslims celebrate Mawlid by wearing new clothes, praying to Allah, exchanging gifts at home or in Mosques and in the Middle East the streets are decorated with lights with 	<p><u>What matters most to Humanists and Christians?</u></p> <ul style="list-style-type: none"> • Different sources of authority tell people how to be good depending on their faith and beliefs. • Humanists are a small group of non-religious people who believe that humans should work out their own way of being good without a God by using human experience and rational thinking. • Some Christians believe that humans were made in God’s image (The Creation Story in Genesis 1:28) but have the freedom to make their own 	<p><u>Why do Christians believe Jesus was the Messiah?</u></p> <ul style="list-style-type: none"> • On the Big Frieze Incarnation is after ‘People of God’ (choosing people to share stories about Christianity) and before ‘Gospel’ (Jesus shares his teachings) and is about God coming to earth to live among humans in the flesh as Jesus. • Most Christians believe Jesus is God in the flesh and see him as their Saviour and believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. 	<p><u>For Christians, what kind of king was Jesus?</u></p> <ul style="list-style-type: none"> • On the Big Frieze, Kingdom of God is after ‘Incarnation’ (Jesus dies on the cross to save humans from sin) and means the type of world God would like (free of sin) and is not a geological place but where God rules in human hearts, minds, lives and communities. • Most Christians believe that Jesus came to Earth (incarnation) to get people into heaven and to make the world more like heaven by telling parables (a story to demonstrate a moral) about 	<p><u>How does faith help people when life gets hard?</u></p> <ul style="list-style-type: none"> • Many religions can guide people on how to live through good and hard times through prayer, using sacred texts to decide what is right and wrong and having opportunities to celebrate religious events together. • Most Christians believe that when a person dies their body is resurrected and then judged by God who decides if they go to Heaven. • Most Hindus believe that the law of karma affects the reincarnation of the individual atman which will

	<p>as a metaphoric, poetic account may conflict with scientific accounts.</p> <ul style="list-style-type: none"> • There are many scientists throughout history and now who are Christians and can use religion and science to explain how the world came into existence. • The British Value, individual liberty allows everyone the freedom to share their beliefs and debate respectfully without discriminating against people with certain beliefs. • Scientists can use the Creation Story to explain the unknown but some discoveries of science make Christians wonder even more about the power of the Creator (God). • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • Interpret religions and beliefs from different perspectives. 	<p>processions and food is served to the public. Some Muslims show respect for the Prophet Muhammad through poems such as Qasīdat al-Burda and prayers to get closer to Allah.</p> <ul style="list-style-type: none"> • Mawlid shows the importance of the Prophet Muhammad to Muslims as it is a whole day dedicated to him and recognise his teachings and sufferings for Allah. • Submission, obedience, generosity, self-control and worship are valuable to Muslims during worship as it ensures that they are living their lives by showing faith in Allah and keep on the path of Allah, as the Prophet Muhammad did. • Mawlid is similar to Hanukkah (Jewish), Diwali (Hindus) and Christmas as lights are used to celebrate, people come together with their families and faith communities and gifts are exchanged but for different reasons. • Muslims in Britain today are part of democracy, protected by the rule of law and are shown tolerance, individual liberty and mutual respect and are expected to follow these British Values. • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use 	<p>choices which is where the bad comes from (the 'Fall' in Genesis 3).</p> <ul style="list-style-type: none"> • Some Humanists codes for living could include behaving with fairness, freedom, truth, honesty, kindness and peace. • Some Christian codes for living can be defined by Jesus' two rules: love God and love your neighbour which is shown through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35) as he gave his life for the sins of humans and showed forgiveness. • People in Britain can be good by following the British Values by following the law (rule of law), respecting the faith of others by allowing the expression of different faiths and beliefs without discrimination (tolerance and individual liberty). • Christians and Humanists share similar values about being good, but the beliefs behind they are different as Christians believe that goodness comes from God whereas Humanists believes goodness can be achieved without a God. • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. 	<ul style="list-style-type: none"> • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah and Christians believe that Jesus fulfilled these expectations, and that he is the Messiah, but Jewish people do not agree. • For many Christians, Christmas is a time of celebration of the arrival of the Messiah and the Christian Church uses Advent as a time of preparation for the arrival of Jesus. • Some Christians may celebrate Christmas by following the examples of Jesus such as helping the homeless through charity work including giving food, presents and shelter to those who need it. • The British Value, individual liberty allows Christians and those of other religious faiths to express themselves without being harmed or experience discrimination, respecting the rights to freedom of speech. • Those who are not Christian do not agree that Jesus in the Messiah and think that people need to sort the world out themselves and can do so by helping others without using the teachings of Jesus. • Interpret religions and beliefs from different perspectives. • Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. • Compare the different ways in which people of faith communities express their faith. 	<p>'the kingdom of God' (heaven) to explain what it is like.</p> <ul style="list-style-type: none"> • Many Christians put their beliefs about the Kingdom of God into practice by serving (helping) people who are considered vulnerable and in need in church through food banks, raising money and praying for them. • Worldwide Christian charities such as the Salvation Army, follow the teachings of Jesus to create a world like the Kingdom of God by helping those less fortunate and to have a relationship with God as do some local charities such as Trinity in Cheltenham by encouraging followers to look after the earth and others and help those in need. • If Jesus' teachings about the Kingdom of God were followed around the world, some people believe that poverty and suffering could be avoided and people may live in a world that is fair and just. Some people may think that there are other ways to have a fair and just world. • Teachings of Jesus' shows that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need and this links to the British Values as people show each other mutual respect and follow the rule of law to ensure that people are able to express their rights and prevent discrimination, prejudice and exclusion. • Explain in detail the significance of Christian practices, and those of other 	<p>continue in the cycle of death and rebirth (samsara) until it can escape (moksha) and be absorbed back into Brahman (the Creator).</p> <ul style="list-style-type: none"> • People who are not religious may use other ways to guide them through hard times and do not believe that God is needed as support can be given by friends, family and other communities. • Beliefs about life after death can influence the way someone lives as they want to do the right thing to be accepted by God/Gods. • In Britain, everyone has the right to express and practice their beliefs, such as how someone should be treated after death, and is not affected by whether someone is religious or non-religious (mutual respect). • Humanists and other non-religious views believe that death is final and that there is no after life or cycle of death and rebirth. • Many Christians, Jews, Hindus and Muslims believe that faith can guide them on how to live, including when life gets hard, through what their religion teaches them, whereas non-religious views may include the belief that life is full of hard times that can be overcome without religion. • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • Interpret the significance and impact of different forms of
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		different techniques to reflect deeply.	<ul style="list-style-type: none"> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. 		<p>faiths studied, to the lives of individuals and communities.</p> <ul style="list-style-type: none"> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. 	religious and spiritual expression.
PE	<p>Handball:</p> <ul style="list-style-type: none"> To be able to learn the basics of shooting and defending To be able to learn how to block and play small sided games To be able to develop principles of attack and defence and introduce a full size game To be able play a full size game To be able to develop goalkeeping skills To be able to play a full size game. <p>Dance 1:</p> <ul style="list-style-type: none"> To be able to perform a simple range of movements based on using a spray can To be able to perform a dance phrase using a simple range of movements based on using a spray can To be able to perform a dance phrase using a simple range of movements based on parkour To be able to perform a dance phrase using a 	<p>Basketball:</p> <ul style="list-style-type: none"> To be able to pass and dribble with the ball. To be able to develop the skills for shooting. To be able to dribble and then shoot. To be able to defend and mark an opponent. To be able to apply learnt skills to a small sided game. To be able to apply learnt skills to a full-size game. <p>Gym:</p> <ul style="list-style-type: none"> To be able to perform counter balances and counter tension balances. To be able to explore a range of rolls and incorporate safely into partner routines. To perform to roll on, off and over apparatus within routines. To be able to roll in sequences on, off and over apparatus. To be able to perform shoulder and headstands 	<p>Tennis:</p> <ul style="list-style-type: none"> To be able to control the ball and develop a cooperative rally To be able to develop the underarm serve To be able to develop footwork and the return of serve To be able to take the correct position of the court To be able to recover after making a shot To be able to develop the serve and recognise how to score a point. <p>Dance 2:</p> <ul style="list-style-type: none"> To be able to perform a simple range of movements based on an Olympic flame To be able to perform a simple range of movements based on an Olympic torch relay To be able to perform a simple range of movements based on an Olympic pentathlon To be able to perform a simple range of movements based on a 	<p>Outdoor & Adventure:</p> <ul style="list-style-type: none"> To be able to interact and follow instructions to work effectively as a team To be able to feel comfortable interacting as a group whilst finding solutions to complete tasks To be able to understand how to orientate a map To be able to understand the concept and the skills required To be able to complete a simplified orienteering course by solving clues To be able to be actively involved in a full orienteering course. <p>Gymnastics 2:</p> <ul style="list-style-type: none"> To be able to perform a handstand with support To be able to perform a handstand To be able to perform a handstand To be able to cartwheel To be able to cartwheel and design a performance To be able to perform rotation, balances and stands in unison and cannon. 	<p>Rounders</p> <ul style="list-style-type: none"> To be able to throw and catch a ball consistently To be able to strike a bowled ball consistently TO be able to stop and field a moving ball using various techniques To be able to understand and demonstrate the key rules in rounders To be able to demonstrate all the relevant skills within a rounders match To be able to compete as a team successfully <p>Gymnastics 3</p> <ul style="list-style-type: none"> To be able to combine balancing and travelling to produce a floor routine To be able to produce a matching floor routine with a partner To be able to produce a mirroring routine with a partner on apparatus To be able to demonstrate and compile skills learnt in an individual assessment using the floor To be able to demonstrate and compile skills learnt in 	

	<p>simple range of movements based on parkour</p> <ul style="list-style-type: none"> To be able to learn and rehearse a choreographed dance narrative To be able to perform a choreographed dance narrative <p>Nutrition:</p> <ul style="list-style-type: none"> To consider food advertising and recognise ways in which this influences choice to have a healthy diet as pupils begin to make more of their own food choices. 	<p>safely with or without support.</p> <ul style="list-style-type: none"> To be able to incorporate stands into cannon and or unison performances. <p>Sleep:</p> <ul style="list-style-type: none"> To review what pupils have learnt about sleep and learn how puberty might affect sleep. To research some more unusual facts about sleep. 	<p>modern Olympic pentathlon</p> <ul style="list-style-type: none"> To be able to learn and rehearse a dance routine based the Olympic games To be able to perform a dance routine based the Olympic games <p>Personal Care:</p> <ul style="list-style-type: none"> To learn about the influence of media on wellbeing 	<p>Teamwork and leadership:</p> <ul style="list-style-type: none"> To understand how working as a team with an efficient leader can achieve goals quicker than working individually. 	<p>an individual assessment using apparatus</p> <p>Yoga</p> <ul style="list-style-type: none"> To explore breathing methods to calm the body and mind. To recap and review some poses they have learnt in previous sessions and add in a few new poses that flex the spine. To explore some new poses both individual with a partner. To practice some twisting and stretching techniques to loosen tight muscles To play a game demonstrating knowledge of poses and transitions between poses. To use visualisation techniques for relaxation. 	
PSHE	<p>Me and My Relationships:</p> <ul style="list-style-type: none"> Working together. Solve the friendship problem. Behave yourself. Assertiveness skills. Don't force me. Acting appropriately. 	<p>Valuing Difference:</p> <ul style="list-style-type: none"> OK to be different. We have more in common than not. Respecting differences. Tolerance and respect for others. Advertising friendships! Boys will be boys? – challenging gender stereotypes. 	<p>Keeping Safe:</p> <ul style="list-style-type: none"> Think before you click! To share or not to share. Rat park What sort of drug is...? DRUGS: it's the law. Alcohol: what is normal? Joe's story. 	<p>Rights and Respect:</p> <ul style="list-style-type: none"> Two sides to every story. Facebook friends. What's it worth? Happy shoppers- caring for the environment. Democracy in Britain 1- elections. Democracy in Britain 2- how laws are made. 	<p>Being My Best:</p> <ul style="list-style-type: none"> This will be your life. Our recommendations. What is risk (1). What is risk (2). Basic first aid including sepsis awareness. Five ways to well-being. 	<p>Growing and Changing:</p> <ul style="list-style-type: none"> I look great. Media manipulation. Pressure online. Helpful or unhelpful: managing change. Is this normal? Making babies. What is HIV?
French	<p>Places around School:</p> <ul style="list-style-type: none"> Recap greetings, numbers, months, colours, etc including classroom vocabulary. Ask for other topics they remember from Year 5 – including Where do you 	<p>Classroom Objects:</p> <ul style="list-style-type: none"> Introduce Les Objets de la Classe – can we work out any familiar vocab? Anything we have seen before? Reading and understanding words, phrases 	<p>Seasons and Weather</p> <ul style="list-style-type: none"> Seasons – can they work out from title what it means. Introduce the 4 seasons – explain pronunciation (if at an appropriate time of year – Dec- could make into a calendar) 	<p>Clothing</p> <ul style="list-style-type: none"> Recap previous knowledge then introduce Clothing. Point out that the verb to wear is “porter” but remind that “porte” was vocab for door. Introduce clothing, give spoken vocab – children 	<p>My family</p> <ul style="list-style-type: none"> Basic vocab from all previous topics Introduce My Family. Are there any words/sounds they recognise from before Worksheets with statements, sentences 	<p>What time is it</p> <ul style="list-style-type: none"> Recap on previous knowledge from all their French Introduce the topic of Quelle heure est il? Remind of telling the time in English using a large

	<p>live? The High Street and Pass time activities ...</p> <ul style="list-style-type: none"> • Introduce À l'école. Where have we seen this word before (High Street Year 5). Gather an English list of places we might find around school. Give vocabulary for rooms around school. Vocab for door, window, floor, ceiling • Record list of places around school in our books then be able to present in format of choice. Eg: plan of a school, a leaflet, pictorial with English and French vocabulary. To write some sentences about our school, eg saying in our school we have 8 classrooms, a large hall, etc Use a dictionary to find other rooms/places not known. 	<ul style="list-style-type: none"> • Talk about the items that we might use in the classroom. Show power point listen attentively and be able to join in and respond; develop accurate pronunciation and intonation • Any that we already have? Any extras? Listen attentively to French speakers, can we copy accent • How can we remember the vocabulary for the items? • List items in book in French and English. Use dictionary for extra vocabulary broaden vocabulary including using other methods for extra words 	<ul style="list-style-type: none"> • Demonstrate in books different pictures for each season • Weather – introduce weather – explain how to say what the weather is like • Demonstrate today, yesterday and tomorrow – get children to say today it is, yesterday it was, tomorrow it will be. Demonstrate the question “what is the weather like?” • Vocabulary in books for the weather then they choose how to present – write sentences for today, yesterday and tomorrow -could create a weather map. Could create a large map of France so each day thereafter they could move the weather icons around and say “today it is....) 	<p>repeat – are there any that we can remember easily? Masculine/feminine/plural</p> <ul style="list-style-type: none"> • Watch DVD Early Start 15 – any to add to our list • Present the clothing in a way child prefer – list with image, poster, a wardrobe, suitcase? Children can use a dictionary to gather more vocabulary • Children to say I am wearing.... Or I am wearing but I am not wearing (remembering and, but and negative from before. To be able to say for example “I am wearing a blue jumper” (remembering that the noun comes before the adjective) Word search 	<p>written in French and English questions so they can work out what each person is saying.</p> <ul style="list-style-type: none"> • To be able to say “In my family I have ...” • Write a sentence or two about their family. Introduce the verb “to be called” so that they can then give more information about their family member. Remind how to say how old someone is so that they can also add that to information. • Draw a picture in a frame of their family. 	<p>analogue clock. Remind of which hand is which</p> <ul style="list-style-type: none"> • Remind of numbers up to 12 initially then up to 60 • Initially teach o'clock, then half past, quarter past and quarter to. If time can add other times. • Clock sheets with time drawn so they have to write the time. • Comprehension worksheets so that they can see/tell what people are doing at a particular time
Computing	<p>6.2 – We are computational thinkers:</p> <ul style="list-style-type: none"> • Develop the ability to reason logically about algorithms. • Understand how some key algorithms can be expressed as programs. • Understand that some algorithms are more efficient than others for the same problem. • Understand common algorithms for searching and sorting a list. 	<p>6.1 – We are toy makers:</p> <ul style="list-style-type: none"> • How computers use stored programs to connect input to output • How to generate and evaluate designs in response to a brief. • To plan a complex project by decomposing it into smaller parts. To work with physical components of a system. • How to design and write a program for an embedded system. • To use criteria to provide others with feedback on their work. 	<p>6.3 – We are publishers:</p> <ul style="list-style-type: none"> • Manage or contribute to large collaborative projects, facilitated using online tools. • Write and review content. • Source digital media while demonstrating safe, respectful and responsible use • Design and produce a high-quality print document 	<p>6.4 – We are connected:</p> <ul style="list-style-type: none"> • About appropriate rules or guidelines for a civil online discussion. • How search results are selected and ranked. • How to argue their point effectively, supporting their views with sources. • How to counter someone else’s argument while showing respect and tolerance. • How to judge the reliability of an online source. • Some strategies for dealing with online bullying 	<p>We are advertisers:</p> <ul style="list-style-type: none"> • Think critically about how video is used to promote a cause. Storyboard an effective advert for a cause. • Work collaboratively to shoot original footage and source additional content. • Acknowledge intellectual property rights. • Work collaboratively to edit the assembled content to make an effective advert. 	<p>We are AI developers:</p> <ul style="list-style-type: none"> • How decision trees can be trained automatically to classify data. • How speech recognition works. • How a neural net recognises images. • To train a neural net to classify images. • To train a machine learning system to identify sentiments. • To consider some ethical principles in designing AI systems.

<p>Music</p> <p>*EXS *GDS</p>	<p>Happy (Pop/Neo Soul Music) Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Most children can complete the Bronze and Silver Challenges. <i>Some will complete the Gold if working at greater depth.</i> Match the rhythm and pitch, copy back and Question and Answer using the note G. Match the rhythm and pitch, copy back and Question and Answer using the notes G + A and reading notes. <i>Match the rhythm and pitch, copy back and Question and Answer using the notes G, A + B and reading notes.</i> Singing in unison. Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went</p>	<p>Not taught this term</p>	<p>Classroom Jazz (Bacharach and Blues) Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs. Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C and C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes D + E. Improvise in Bacharach Anorak using the notes C + D. Improvise in Bacharach Anorak using the notes C, D + E. Improvise in Bacharach Anorak using the notes C, D, E, F + G. <i>Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</i> Improvise in a Blues style using the notes: C. Improvise in a Blues style using the notes C, Bb + G. <i>Improvise in a Blues style using the notes C, Bb, G, C, Bb, G, F + C.</i> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>	<p>Not taught this term</p>	<p>Music and Me (Hip Hop, Classical, Electronic, Soul, Contemporary Music) Most children will know about their own contribution to the composition. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i> Talk about the music of the featured artists. Talk about any musical connection with previous knowledge and understanding. <i>Explain why they would or would not go to a concert by one of the features artists.</i> <i>Explain which inspirational woman listed on the timeline they would like to meet, and why.</i> Most children will talk about why four female artists were chosen for this unit. Most children will talk about any of the key words or themes from the videos <i>and relate them to themselves.</i> <i>Some children will begin to talk about the impact of the artist's family and culture on their music.</i> Most children will be able to talk about how they planned and wrote their composition in broad terms, e.g.: <ul style="list-style-type: none"> ○ Which options they chose and why ○ The key themes they have used in their lyrics ○ The tools they used ○ The sections they particularly like and dislike and say why <i>Some will be able to talk about if and how they were inspired by the features artists.</i> <i>Identify the most important thing about the composition.</i></p>	<p>Not taught this term</p>
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	<p>well? What could have been better?</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Use the note A when improvising.</p> <p>Most will use the notes A + G when improvising.</p> <p>Some will use A, G + B when improvising.</p> <p>Compose a melody using simple rhythms and use as part of the performance.</p> <p>Use the notes A, G + B when composing.</p> <p>Use the notes C, E, G, A + B (pentatonic scale) when composing.</p>		<p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>		<p>The children can present the performance in an interesting and engaging way.</p> <p>The children can reflect on the performance's strengths and weaknesses.</p> <p>The children can talk about their identity in the music and the performance.</p>	
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