







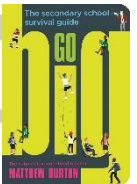
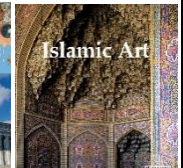
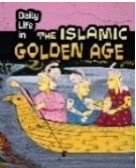



Year 6	Autumn	Spring	Summer
Enquiry Question	<p>How have humans overcome hardship?</p> 	<p>Has life always been like this?</p> 	<p>Is change always a good thing?</p> 
Curriculum Principles	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 
Enquiry Driver	Humanities	STEM	Creative Arts
Enquiry Enhancer(s)	History English DT Art Computing	Science Computing Art English	Art DT Geography History English RE
Discrete Subjects	Geography RE PSHE MFL PE Science Maths PSHE	DT MFL PE Geography History Maths PSHE Music RE	Music MFL PE Science Computing



Key Content Choices (e.g. significant people, events etc)	Significant People: Sir Winston Churchill, Hitler, Reginald Mitchell, Dame Vera Lynn, Ann Frank Ernest Shackleton, Robert Scott Significant Events: The sinking of the Endurance, WW2, Battle of Britain, Remembrance Significant Places: Antarctica, Europe	Significant People: Charles Darwin, Van Gogh, Da Vinci, Margaret Thatcher Significant Events: Creation of NHS, Windrush Significant Places: Britain and UK,	Significant People: Marco Polo (Silk Road), Banksy, Hugo Pineda, Phillip Brown Significant Events: The creation of Ancient vs Modern Baghdad civilisation Significant Places: Baghdad, Bayt al-Hikma (House of Wisdom), Silk Road Network
Expert and Experiences	British Legion – Visitor	MRS – first aid CJPU – DaaRT programme	Padre visit Year 6 residential visit



<p>Key Texts</p>	<p>Class novels</p> 		<p>Class novels</p> 	 	<p>Class novels</p> 	 
	      	          	         	         	         	         
<p>Diverse: (Linked to Black History Month)</p>  <p>(Linked to WW2 topic)</p> 	<p>Poetry: Focus Poet: Maya Angelou (Still I Rise / Caged Bird – lined to Black History Month)</p> <p>Anthology:</p>  <p>Focus Poets: Roger Stevens Brian Moses</p>	<p>Diverse:</p> 	<p>Poetry: Focus Poet: Karl Nova</p> <p>Anthology:</p> 	<p>Diverse:</p> 	<p>Poetry: If by Rudyard Kipling</p> <p>Focus Poet: Matt Goodfellow</p> <p>Anthology:</p>  	<p>Poetry: If by Rudyard Kipling</p> <p>Focus Poet: Matt Goodfellow</p> <p>Anthology:</p>  



Key Performance Outcomes to be taught in each subject in each term.:

English Reading

- ER6.1 Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able dis+respect+ful, re+engage+ment.
- ER6.2 Use suffixes to understand meanings e.g. -cious, -tious, -ial, -cial.
- ER6.3 Read and understand meaning of words on Y5/6 word list.
- ER6.4 Employ dramatic effect to engage listeners whilst reading aloud.
- ER6.5 Read extensively for pleasure.
- ER6.6 Evaluate texts quickly in order to determine their usefulness or appeal.
- ER6.7 Understand underlying themes, causes and consequences within whole texts
- ER6.8 Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
- ER6.9 Recognise authors' techniques to influence and manipulate the reader.
- ER6.10 Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- ER6.11 Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- ER6.12 Recognise themes within and across texts.
- ER6.13 Compare texts written in different periods.
- ER6.14 Independently read longer texts with sustained stamina and interest.
- ER6.15 Recommend books to their peers with detailed reasons for their opinions.
- ER6.16 Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
- ER6.17 Learn a wider range of poems by heart.
- ER6.18 Explore texts in groups and deepen comprehension through discussion.
- ER6.19 Explore new vocabulary in context.
- ER6.20 Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- ER6.21 Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation.
- ER6.22 Predict what might happen from information stated and implied.
- ER6.23 Re-read and read ahead to locate clues to support understanding and justifying with evidence from the text.
- ER6.24 Scan for key information e.g. looking for descriptive words associated with a setting.
- ER6.25 Skimming for gist.
- ER6.26 Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- ER6.27 Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
- ER6.28 Distinguish between statements of fact or opinion across a range of texts e.g. first -hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- ER6.29 Provide reasoned justifications for their views justifying opinions and elaborating by referring to the text e.g. Point;Evidence;Explanation
- ER6.24 Scan for key information e.g. looking for descriptive words associated with a setting.
- ER6.25 Skimming for gist.
- ER6.26 Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- ER6.27 Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
- ER 6.28 Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history text book.
- ER6.30 Explore, recognise and use the terms personification, analogy, style and effect.
- ER6.31 Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- ER6.32 Participate in discussions about books building on their own and others' ideas and challenging views courteously.
- ER6.33 Participate in debates on issues related to reading.
- ER5.34 Provide reasoned justifications for their views.



English Writing	<ul style="list-style-type: none">• Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.• Choose the writing implement which is best suited for a task• Research relevant subject material to develop background knowledge and a bank of relevant and ambitious vocabulary.• Identify audience and purpose for a piece of writing.• Discuss the key features of the model text and plan to include those in their own writing.• Use ideas from their own reading, discussions, debates and modelled examples to plan their writing.• Consider the most appropriate organisational devices and text structure.• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).• Distinguish between the language of speech and writing and choose the appropriate level of formality.• Integrate dialogue into narrative writing to convey character and advance the action.• Select vocabulary and Grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).• Use the subjunctive form in formal writing.• Use the progressive and perfect forms of verbs.• Use the passive voice.• Use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, 'She said half price, didn't she?')• Use the full range of punctuation taught at KS2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.• Assess the effectiveness of their own and others' writing and suggest improvements including additions, revisions and removing unnecessary repetition or irrelevant detail (using purple pen).• Propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning.• Ensure the consistent and correct use of tense throughout a piece of writing, ensuring correct subject-verb agreement when using singular and plural.• Independently proofread for spelling, punctuation and grammar errors and make revisions and corrections (using purple pen).		
Writing Units (min 2 per half term)	Writing to entertain: Survival Narrative Introduction Paragraphs plan the seing Figurative language Short sentences for e-ect Rhetorical questions Conclusion including a clianger Expanded noun phrases including sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses Colons (Y6) Semi-colons (Y6) Year 5/6 words Hyphenated words	Writing to entertain: Francis Suspense Narrative/setting description Address Adverbial for time, manner, place Parenthesis Vocabulary choices for tone Relative clauses Rhetorical question Expanded noun phrase Figurative language Paragraphs Cohesion Ellipsis Writing to inform: Skellig Letter writing/Wonder Address Date Salutation Brief introduction Chronological order	Writing to entertain: Alma Introduction Direct speech Each character shows emotions Each character performs actions The audience reacts to each character (Year 6) Short sentences for eect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbs/adverbials of manner Participial phrases/clauses Relative clauses Adverbs/adverbials of place Inverted commas Parentheses Ellipses to show stammer, pause or incomplete thought Hyphens to show stu-er Colons/semi-colons (Year 6)



	<p>Writing to inform: Non-Chronology text Ernest Shackleton Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Conjunctive adverbs for cause and effect Adverbs / adverbials of time Evaluative adverbs Semi-colons / colons Parentheses Year 5 / 6 word list Words ending in -ible Words with hyphens</p> <p>WW Evacuee diary entry Date Salutation Chronological order First person Past tense Facts and opinions Rhetorical questions Sign o Active voice Subjunctive mood/form Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Year 5/6 word list Double consonant su-x -ed Irregular verbs -en Contractions</p>	<p>First person Past tense Facts and opinions Rhetorical questions Sign o Active voice Subordinating conjunctions Co-ordinating conjunctions to join clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Adverbs/adverbials of place Year 5/6 word list</p> <p>Writing to Inform: Yellow-Spotted Lizard non-chron report Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of reason Adverbs/adverbials of manner Adverbs/adverbials of place Expanded noun phrases Apostrophes for possession Year 5/6 word list</p> <p>Writing to persuade: Floodland Leader of the Island speeches Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Modal verbs</p>	<p>Dashes to show change of thought or interruption (Year 6) Year 5/6 spellings Contractions Participial adjective</p> <p>Writing to inform: Framed news report</p> <p>Writing to inform: Recount of residential</p> <p>Writing to persuade: New secondary school persuasive campaign (The Final Year) Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Modal verbs Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Commas in a list Hyphens Year 5/6 spellings</p> <p>Writing to discuss: Balanced Argument - Should graffiti be illegal? Organisational devices Evaluative adverb Hyphenated words Subordinating conjunction Co-ordinating conjunction Emotive language Passive voice Active voice</p>
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	<p>Writing to discuss: Balanced Argument – Should Children Be Evacuated?</p> <p>Parenthesis Subordinating conjunction Co-ordinating conjunction Relative clause Passive voice Present tense Emotive language Colon Semi-colon Conjunctive adverb Year 5/6 spellings</p> <p>Writing to entertain: Remembrance poetry</p>	<p>Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Commas in a list Hyphens Year 5/6 spellings</p>	
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Maths (White Rose Maths)	Place Value <ul style="list-style-type: none">• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit• Solve number and practical problems that involve the above• Round any whole number to a required degree of accuracy• Use negative numbers in context, and calculate intervals across zero Addition, Subtraction, Multiplication and Division <ul style="list-style-type: none">• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• 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• Identify common factors, common multiples and prime numbers• Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication• Perform mental calculations, including with mixed operations and large numbers• Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context• Use their knowledge of the order of operations to carry out calculations involving the four operations Fractions A <ul style="list-style-type: none">• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination• Compare and order fractions, including fractions > 1• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions• Identify common factors, common multiples and prime numbers	Ratio <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 unequal sharing and grouping using knowledge of fractions and multiples• Solve problems involving similar shapes where the scale factor is known or can be found Algebra <ul style="list-style-type: none">• Use simple formulae• Generate and describe linear number sequences• Use simple formulae• Find pairs of numbers that satisfy an equation with two unknowns• Enumerate possibilities of combinations of two variables• Express missing number problems algebraically Decimals <ul style="list-style-type: none">• Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places• Solve problems which require answers to be rounded to specified degrees of accuracy• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• Multiply 1-digit numbers with up to 2 decimal places by whole numbers• Use written division methods in cases where the answer has up to 2 decimal places• Solve problems involving addition, subtraction, multiplication and division Fractions, Decimals and Percentages <ul style="list-style-type: none">• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination• Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Shape <ul style="list-style-type: none">• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles• Draw given angles, and measure them in degrees ($^{\circ}$) (Y5)• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (Y5)• Compare and classify geometric shapes based on their proper ties 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• Draw 2-D shapes using given dimensions and angles• Recognise, describe and build simple 3-D shapes, including making nets Position and Direction <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 Themed projects, Consolidation and Problem Solving
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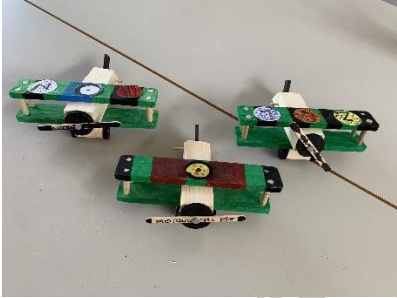


	<ul style="list-style-type: none">• Solve addition and subtraction multi-step problems in contexts,• deciding which operations and methods to use and why• Solve problems involving addition, subtraction, multiplication and division <p>Fractions B</p> <ul style="list-style-type: none">• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Y5)• Multiply simple pairs of proper fractions, writing the answer in its simplest form• Divide proper fractions by whole numbers• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions• Solve problems involving addition, subtraction, multiplication and division• Associate a fraction with division and calculate decimal fraction equivalents <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 3 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 3 decimal places	<ul style="list-style-type: none">• Compare and order fractions, including fractions >1• Solve problems involving the calculation of percentages and the use of percentages for comparison <p>Area, Perimeter and Volume</p> <ul style="list-style-type: none">• 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 <p>Statistics</p> <ul style="list-style-type: none">• Interpret and construct pie charts and line graphs and use these to solve problems• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (Year 4)• Calculate and interpret the mean as an average	
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<p>Art and Design</p> <p>Green = Implicit Knowledge / Skills</p> <p>Purple = Substantive Knowledge</p>	<p><u>2D Drawing to 3D Making – Emperor Penguins –</u></p> <p>Link to Antarctica.</p> <p>AD6.14 understand that there is often a close relationship between drawing and making. AD6.15 understand that we can transform 2d drawings into 3d objects.</p> <p>AD6.16 understand that graphic designers use typography and image to create packaging which we aspire to us.</p> <p>AD6.17 understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>AD6.1 make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>AD6.18 explore using negative and positive space to “see” and draw a simple element/object.</p> <p>AD6. 19 use the grid system to scale up the image above, transferring the image onto card</p> <p>AD6.20 use sketchbooks to: Practise seeing negative and positive shapes.</p> <p>AD6.27 use collage to add tonal marks to the “flat image”.</p>	<p><u>Identity – change – Economy of the UK/ how has Britain changed since 1948.</u> Explore the artist Njideka Akunyili Crosby</p> <p>Have seen how artists explore their identity by creating layered and constructed images.</p> <p>Can share my response to their work with my classmates.</p> <p>AD6.5 use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>AD6.22 use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>AD6.25 work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>AD6.14 Can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.</p> <p>AD6.15 can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p> <p>AD6.21 take photographs of my artwork, thinking about lighting, focus and composition</p>	<p><u>Activism – linked to PSHE ‘Yr 6 transition to Secondary’</u></p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head?</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>AD6.23 explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>AD6.24 explore combinations and layering of media.</p> <p>AD6.1 make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>AD6.6 understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>AD6.7 understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>AD6.26 use screen printing and/or mono printing over collaged and painted sheets to create your piece of activist art or create a zine using similar methods.</p>
	<p>Purpose/Visual Literacy/Articulation</p> <p>AD6.2 look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>AD6.3 understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>AD6.4 understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>AD6.8 reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>AD6.9 present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>AD6.10 work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>AD6.11 share responses to classmates work, appreciating similarities and differences. AD6.12 listen to feedback about your own work and respond.</p> <p>AD6.13 document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective</p>		
<p>Computing</p>	<p>Propaganda in WW2</p> <p>C6.8 know that some search engines may provide misleading information</p>	<p>C6.3 know how to write a program that combines more than one variable and various forms of inputs and outputs</p>	<p>C6.7 know how to consider the audience when designing and creating digital content</p>



	<p>C6.9 know how to explain in detail how credible a webpage is and the information it contains</p> <p>C6.10 know how to use filters when searching for digital content</p> <p>C6.12 know the difference between the internet and the World Wide Web</p>	<p>C6.4 know how to develop a sequenced program that has repetition and variables identified</p> <p>C6.5 know how to solve problems by decomposing them into smaller parts</p> <p>C6.1 know how to design algorithms that use selection and repetition</p> <p>C6.2 know how to interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program</p>	<p>C6.11 know how to compare a range of digital content sources and rate them in terms of content quality and accuracy</p>
Using Technology Safely	<p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>	<p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>	<p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>
Design and Technology	<p><u>Battle of Britain</u></p>  <p>DT6.1 Evaluate the impact of designers and inventor's products – Reginald Mitchell -Spitfire</p> <p>DT6.8 Join wood using a dowel joint</p> <p>DT6.10 Cut accurately to 1mm the different types of wood available: strip wood (flat and thin), dowel (round) and square section (square)</p> <p>DT6.11 Explain how/why an existing product achieves its purpose for its audience</p> <p>DT6.14 Select the most appropriate mechanical system for a particular purpose</p> <p>DT6.7 Use a craft knife, cutting mat and safety ruler with one to one supervision if needed</p> <p><u>Creating prototype planes with working propeller</u></p> <p>DT6.9 Design products incorporating the most appropriate electrical systems, specific switches e.g. pressure switch for doormat alarm</p>	<p><u>Creating heart healthy food</u></p> <p>DT6.15 Explain how different food types help your body function, e.g. design a healthy lunch-tuna fish for a healthy brain</p> <p>DT6.16 Give examples of seasonal foods</p> <p>DT6.17 Select from a wider range of tools to follow a given recipe to make a savoury dish</p> <p>DT6.18 Estimate amount of ingredients to an appropriate level of accuracy using Year 6 maths scales</p> <p>DT6.19 Explain why certain foods are produced in certain/specific areas of the world</p> <p>DT6.12 Create a feedback survey on their product</p>	<p><u>Islamic patterns</u></p> <p>DT6.4 Use a computer program to produce increasingly complex repeating patterns</p> <p>DT6.6 Make increasingly complex printing blocks out of lino, e.g. experimenting by layering cutaway</p>



	<p>DT6.13 Select the most appropriate materials and frameworks for different structures, explaining what makes them strong</p> <p>DT6.2 Explanation/justification of decisions for diagrams and prototypes</p> <p>DT6.3 Experiment with design ideas and come up with new and innovative ideas</p> <p>DT6.5 Create a 3-D product using a range of materials</p>		
Geography	<p>Antartica</p> <p>G6.1 know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night).</p> <p>WW2</p> <p>G6.4 know why industrial areas and ports are important</p> <p>G6.8 know how to use maps and atlases and digital computer mapping to locate countries</p>	<p>UK Economy</p> <p>G6.2 know and locate contrasting socio-economic countries.</p> <p>G6.3 know the key aspects of economic activity and trade links</p> <p>G6.5 know the distribution of natural resources including energy, food, minerals and water</p> <p>G6.6 know main human and physical differences between developed and developing nations</p>	<p>Islam</p> <p>G6.7 know how to use six-figure grid references</p> <p>G6.8 know how to use maps and atlases and digital computer mapping to locate countries</p> <p>G6.2 know and locate contrasting socio-economic countries. (Link to Spring topic)</p>
History	<p>WW2 and Battle of Britain</p> <p>H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p> <p>H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</p> <p>H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why</p> <p>H6.8 know how to link sources and evaluate how conclusions have been made</p>	<p><u>How Britain has changed since 1948</u></p> <p>H6.9 know how to timeline the changes in British history beyond 1066</p> <p>H6.10 know and represent the changing state of Britain beyond 1066 (ongoing into Spring 2 History)</p> <p>H6.1 know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>H6.5 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the) locality</p> <p>H6.4 know how that society provides contrast with British history</p>	<p><u>Study of Baghdad</u></p> <p>H6.11 know how to produce a timeline of the history within the local area over a period of 100 years</p> <p>H6.3 know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300</p>
Languages	<p>MFL6.12 know about some famous people/events from the country selected</p> <p>MFL6.1 know how to present ideas and information orally sing the increasing range of vocabulary</p> <p>MFL6.2 know how to hold a simple conversation with an increasing number of exchanges</p> <p>MFL6.3 know how to read aloud with confidence with accurate pronunciation and intonation</p>	<p>MFL6.5 know how to use the context to work out unfamiliar words</p> <p>MFL6.4 know how to identify the main points in a short story or factual text and explain them</p> <p>MFL6.6 know how to confidently use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context</p>	<p>MFL6.7 know how to write a paragraph of 4-6 sentences</p> <p>MFL6.8 know how to write more complex sentences to describe people, places and objects</p> <p>MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences</p>



			<p>MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation</p> <p>MFL6.11 know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed)</p>
Music	<p>Singing</p> <p>M6.1 Sing a broad range of songs, including those that involve syncopated rhythms. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>M6.2 Continue to sing three- and four- part rounds or partner songs.</p>	<p>Reading Notation</p> <p>M6.5 Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>M6.6 Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/do–do).</p> <p>M6.7 Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>M6.8 Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>Compose</p> <p>M6.10 Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>M6.11 Compose melodies made from pairs of phrases which include some flats or sharps.</p> <p>M6.12 Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>M6.13 Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>	<p>Instrumental Performance</p> <p>M6.3 Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>M6.4 Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Improvise</p> <p>M6.9 Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none">- Create music with multiple sections that include repetition and contrast.- Use chord changes as part of an improvised sequence.- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
PE	<p>Swimming</p> <p>PE6.48 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE6.49 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>PE6.50 can perform a safe self-rescue in different water-based situations</p> <p>Tag Rugby</p> <p>PE6.14 create and use space to help my team</p> <p>PE6.15 pass and receive the ball with increasing control under pressure</p>	<p>Gymnastics</p> <p>PE6.1 combine and perform gymnastic actions, shapes and balances with control and fluency</p> <p>PE6.2 create and perform sequences using compositional devices to improve the quality</p> <p>PE6.3 lead a small group through a short warm-up routine</p> <p>PE6.4 use appropriate language to evaluate and refine my own and others' work</p> <p>PE6.5 understand how to work safely when learning a new skill</p>	<p>Dance</p> <p>PE6.36 choreograph a dance and work safely using a prop</p> <p>PE6.37 lead a small group through a short warm-up routine</p> <p>PE6.38 perform dances confidently and fluently with accuracy and good timing</p> <p>PE6.39 refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters</p> <p>PE6.40 use appropriate language to evaluate and refine my own and others' work</p>



	<p>PE6.16 select the appropriate action for the situation and make this decision quickly PE6.17 tag opponents individually and when working within a unit PE6.18 use the rules of the games consistently to play honestly and fairly PE6.19 work collaboratively to create tactics with my team and evaluate the effectiveness of these PE6.20 work in collaboration with others so that games run smoothly PE6.46 recognise my own and others strengths and areas for development and can suggest ways to improve</p> <p>Fitness PE6.7 can change running technique to adapt to different distances PE6.8 collect, record and analyse scores to identify areas where I have made the most improvement PE6.9 work with others to organise, manage and record information at a station PE6.10 encourage and motivate others to do their best PE6.11 understand that there are different areas of fitness and how this helps me in different activities PE6.12 understand the different components of fitness and ways to test and develop them PE6.13 work to my maximum consistently when presented with challenges</p> <p>Netball PE6.14 create and use space to help my team PE6.16 select the appropriate action for the situation and make this decision quickly PE6.21 pass, receive and short the ball with increasing control under pressure PE6.22 use marking and/or interception to improve my defence PE6.18 use the rules of the games consistently to play honestly and fairly PE6.19 work collaboratively to create tactics with my team and evaluate the effectiveness of these PE6.20 work in collaboration with others so that games run smoothly</p>	<p>PE6.6 understand what counter balance and counter tension is and can show examples with a partner</p> <p>Football PE6.14 create and use space to help my team PE6.16 select the appropriate action for the situation and make this decision quickly PE6.19 work collaboratively to create tactics with my team and evaluate the effectiveness of these PE6.23 dribble, pass, receive and shoot the ball with increasing control under pressure PE6.24 use marking, tackling/ interception to improve my defence</p> <p>Athletics PE6.29 compete within the rules showing fair play and honesty PE6.30 help others improve their technique using key teaching points PE6.31 identify my own and others' strengths and areas for development and can suggest ways to improve PE6.32 perform jumps for distance using good techniques PE6.33 select and apply the best pace for a running event PE6.34 show accuracy and good technique when throwing for distance PE6.35 use different strategies to persevere to achieve my personal best</p>	<p>PE6.41 use feedback to improve the quality of my work PE6.42 work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances</p> <p>Cricket PE6.25 strike a bowled ball with increasing consistency and accuracy PE6.26 use a wider range of fielding skills with increasing control under pressure PE6.27 understand and apply some tactics in the game as a batter, bowler and fielder PE6.18 use the rules of the games consistently to play honestly and fairly PE6.20 work in collaboration with others so that games run smoothly</p> <p>Swimming PE6.48 swim competently, confidently and proficiently over a distance of at least 25 metres PE6.49 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE6.50 can perform a safe self-rescue in different water-based situations</p> <p>Badminton PE6.16 select the appropriate action for the situation and make this decision quickly PE6.28 use a wider range of skills with increasing control under pressure PE6.47 use feedback to improve the quality of my work PE6.18 use the rules of the games consistently to play honestly and fairly PE6.19 work collaboratively to create tactics with my team and evaluate the effectiveness of these PE6.20 work in collaboration with others so that games run smoothly PE6.46 recognise my own and others strengths and areas for development and can suggest ways to improve</p> <p>OAA – Year 6 residential</p>
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	PE6.46 recognise my own and others strengths and areas for development and can suggest ways to improve		PE6.42 am inclusive of others, can share job roles and lead when necessary PE6.43 pool ideas within a group, selecting and applying the best methods to solve a problem PE6.44 use critical thinking skills to form ideas and strategies to solve challenges PE6.45 work effectively with a partner and a group to solve challenges
PSHE	<u>Assembly/class discussion</u> PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school (and Summer) PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others Summer) PSHE6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say PSHE6.18 know about discrimination, what it means and how to challenge it PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	<u>DAaRT</u> PSHE6.1 to know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health or risks to our body (eg FGM) PSHE6.2 know 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) PSHE6.3 know 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 PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns PSHE6.27 know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations, know the ways that money can impact on other people's feelings PSHE6.29 know the kind of job that they might like to do when they are older PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)	PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school (and Summer) PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others Summer) PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement PSHE6.8 know about strategies to manage transitions between classes and key stages PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring PSHE6.10 know about the process 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 PSHE6.11 know where to get more information, help and advice about growing, changing, especially about puberty PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficult PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask or support if necessary PSHE6.26 know 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



Religious Education	<p>RE6.1 Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>RE6.2 Make connections between beliefs and behaviour in different religions</p> <p>RE6.14 Show understanding of the value of sacred buildings and art</p> <p>RE6.5 Describe and make connections between examples of religious creativity (buildings and art)</p> <p>RE6.12 Suggest reasons why some believers see generosity and charity as more important than buildings and art</p>	<p>RE6.4 Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p> <p>RE6.6 Outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>RE6.9 Describe some Christian and Humanist values simply</p> <p>RE6.13 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>RE6.15 Apply ideas about values and from scriptures to the title question</p> <p>RE6.16 Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied</p>	<p>RE6.3 Outline Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>RE6.7 Explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p>RE6.10 Express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>RE6.11 Explain some similarities and differences between beliefs about life after death</p>
Science	<p>Light</p> <p>SP6.1 recognise that light appears to travel in straight lines.</p> <p>SP6.2 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>SP6.3 explain how the eye works.</p> <p>SP6.4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>SP6.5 explain how shadows change during the day.</p> <p>Electricity</p> <p>SP6.6 use symbols when drawing a simple circuit diagram.</p> <p>SP6.7 associate the brightness of a lamp with the number and voltage of cells used in the circuit.</p> <p>SP6.8 investigate variations in how components function.</p> <p>SP6.9 name renewable and non-renewable sources of energy.</p>	<p>Animals Including Humans</p> <p>SB6.8 identify and name the main parts of the human circulatory system.</p> <p>SB6.9 identify and name the main parts of the heart.</p> <p>SB6.10 describe how water and nutrients are transported in humans.</p> <p>SB6.11 identify how humans can live a healthy lifestyle.</p> <p>Inheritance and Evolution</p> <p>SB6.12 identify how plants are adapted to their environment.</p> <p>SB6.13 identify how animals are adapted to their environment.</p> <p>SB6.14 explain natural selection and how it may lead to evolution.</p> <p>SB6.15 explain how adaptations may lead to evolution.</p> <p>SB6.16 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>SB6.17 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago..</p>	<p>Living Things and their Habitats</p> <p>SB6.1 describe how living things can be classified into broad groups.</p> <p>SB6.2 understand how I can use classification keys to help group, identify and name a variety of living things.</p> <p>SB6.3 describe how living things can be classified into broad groups.</p> <p>SB6.4 understand that microorganisms are also living things.</p> <p>SB6.5 describe how living things can be classified into broad groups.</p> <p>SB6.7 know that scientists have developed different ways to classify living things.</p>