

Links to Wider Curriculum

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| <ul style="list-style-type: none"> ➤ Weekly Picture News assembly ➤ Black History Month ➤ School Council Charity Events ➤ World Autism Acceptance Week – Neurodiversity Celebration ➤ World Book Day ➤ Before and After School Clubs ➤ RE Celebration Event across classes | <ul style="list-style-type: none"> ➤ Anti-Bullying Week ➤ Safer Internet Day ➤ Sporting activities – colour coded for engagement ➤ Music For Life Tuition ➤ PCSO Internet Safety Workshop ➤ Road Safety Officers ➤ High School transition Workshops |
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British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Living in the Wider World <i>To consider language and freedom of speech</i> <i>How can democracy change the world?</i> <i>I can be critical of what I see and hear in the media</i> <i>I understand how resources in the community are allocated</i> <i>How are decisions made in government</i> RHSE Democracy and Citizenship <i>How can Democracy be improved for everyone?</i> <i>What must we do to guard Democracy?</i> <i>How can we use Democratic systems to make change for good?</i>	RHSE Relationships <i>To understand when it is the right decision to break a confidence</i> <i>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</i> RHSE Drugs and Alcohol <i>To understand the law relating to cannabis and the legal consequences</i> <i>To be aware of the options for getting help and advice in relation to drug use</i>	RHSE Relationships <i>To understand that marriage is a commitment feeling entered in to be both people</i> <i>To consider when perseverance is the right choice</i> RHSE Health and Wellbeing <i>To recognise how online content doesn't always reflect reality</i> <i>To celebrate personal achievements and identify goals</i> RHSE Drugs and Alcohol <i>To understand the effects of using cannabis</i> <i>To understand the risk of VSA</i>	RHSE Relationships <i>To have self-respect and respect others</i> <i>To manage conflict online</i> RHSE Health and Wellbeing <i>To recognise peer pressure</i> RHSE Sex and Relationships <i>To explore the importance of communication and respect in relationships</i> <i>To explore the positive and negative ways which people may communicate in a relationship</i>	RHSE Relationships <i>To overcome fears about difference</i> <i>To show acceptance</i> RHSE Living in the Wider World <i>I understand that human rights overrule any beliefs, ideas or practises that harm others</i> RHSE Sex and Relationships <i>To consider the different ways people might start a family</i>

Visits

History: Imperial War Museum North	P.E: Residential to Isle of Man	The Arts: Theatre Visit
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Powerful Learning

STEAM Week – WW2 Coding and Spies	Humanities – Curating our own museum with the Grosvenor Museum	The Arts – Summer Production
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hidden Lives		Exploring our World Through the Ages		Life in the Extreme	
Reading	History – War	Reading Breadth: Modern Fiction and Poetry	Science – Evolution and Inheritance	Reading Breadth: Literary Heritage, Plays and Poetry	Geography - Coasts	Reading Breadth: Traditional Tales and Poetry
Vocabulary						
Discussion	<i>Word Reading – Throughout Year 6</i> Applying growing knowledge of root words, prefixes, suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words					
Connect knowledge	<i>Comprehension – Throughout Year 6</i> - Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books - Recommend books that they have read to their peers, giving simple reasons for their choices - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Increase their familiarity with a wide range of books					
Reference the text						
Skimming						
Scanning	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i> - Recognise and read <i>all</i> Year 5&6 word lists with automaticity - Make meaning from words and sentences, including knowledge of phonics, root words, word families, - Make meaning from text organisation - Make meaning by drawing on prior knowledge - Read increasingly complex texts independently for sustained periods - Find the main idea of a paragraph and text					
Comprehension						
Writing	Rose Blanche	A Story like the Wind	Origin of the Species	Shackleton's Journey	Wolves	Shakespeare Enrichment Unit
Immerse						
Purpose	Year 6 Spelling Patterns: Challenge words all half term	Year 6 Spelling Patterns: Short /i/ spelled y Long /i/ spelled y Prefix –over Suffix –ful Noun and verbs /o/ spelled 'ou' or 'ow' Soft 'c' spelled /ce/	Year 6 Spelling Patterns: Prefix dis, un, over, im /shuh/ endings /acc/ at beginning of words	Year 6 Spelling Patterns: -ably ending -ible ending -ibly suffix /-ent/ to /-ence/ -er, -or, -ar endings	Year 6 Spelling Patterns: Adverb synonymous Adjectives – setting Vocabulary – feelings Adjectives – character	Year 6 Spelling Patterns: Grammar Vocab Grammar Vocab Mathematical Vocab
Audience						
Language Features						
Plan	<i>Writing at the Expected Standard in Year 6</i> For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v					
Draft, revise and edit	Composition					
	Draw upon material read Plan their writing by identifying the audience for and purpose of the writing					

Phonics and Spelling	Draw upon material read Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Distinguish between the language of formal and informal speech Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear		
	Grammar & Punctuation		
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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 perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.) Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)		
	Handwriting		
	Maintain legibility in joined handwriting when writing at speed		
	Evaluate & Edit		
	Assessing the effectiveness of their own and others' writing Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) Distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors		
Maths	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81niy6no		
Computing fluently	Place value within 10,000,000	Decimals	Geometry – Properties of shapes
Solving problems	Four operations (1)	Percentages	Problem solving
	Four operations (2)	Algebra	Statistics
Reasoning logically	Fractions (1)	Measure – imperial and metric measures	
Justifying and explaining	Fractions (2)	Ration and proportion	
	Geometry – position and direction		
Flexible thinking			

Science Asking questions Making predictions Observing closely over time Taking measurements Seeking patterns Recording data Interpreting and communicating Evaluating	Working Scientifically ⊕ Raise different scientific enquiries to answer questions ⊕ recognise and control variables, take measurements, use accuracy and precision, repeat readings ⊕ record data and results, use diagrams, labels, keys, tables, scatter graphs, bar and line ⊕ use test results to predict, set up comparative and fair tests ⊕ report and present findings ⊕ conclude and explain scientific evidence, ideas and arguments					
	Light & Light Pollution	Electricity & Renewable Energy	Variation, Adaptation and Fossils	Living Things and Habitats	The Circulatory System	Diet, Drugs and Lifestyle & Consolidation Unit
	⊕ 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	⊕ 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 ⊕ construct a series circuit, and describe how the changes which are made to it circuit affect it	⊕ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ⊕ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ⊕ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	⊕ 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	⊕ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ⊕ describe the ways in which nutrients and water are transported within animals, including humans	⊕ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
	Key Questions	After investigation, can I conclude and explain scientific evidence about	After investigation, can I conclude why there are	Can I use scientific evidence to explain how living things have changed over time?	Can I explain scientific ideas about how living	Can I identify the main parts of the human circulatory system and
					Can I explain the effects of diet, exercise, drug and lifestyle on human bodies?	

	how light appears to travel? Can I explain, using scientific language, how objects can be seen? Can I investigate and present my findings to why objects have the same shape as the objects that cast them? Can I identify ways to reduce light pollution?	variations in components' functions? Can I use symbols to represent a simple circuit? Can I report and present findings about how changes in a series circuit affect it? Can I explain what renewable energy is?	Can I identify that offspring are not normally identical to their parents? Can I recognise the variables in the environment that may lead to evolution?	things are classified into groups? Can I give reasons, through scientific evidence, why plants and animals are classified based on specific characteristics?	report the functions of the heart, blood vessels and blood? Can I investigate how nutrients and water are transported in animals and humans?	
Geography	Hidden Lives – Caribbean Crossings		Exploring the World Through the Ages		Coastal Chaos	
Observing patterns	⌄ use fieldwork to observe, measure, record and present human/physical features at the coast using range of methods e.g. sketch maps, plans, graphs, digital technologies					
	⌄ use maps, atlases, globes * digital/computer mapping to locate countries and describe features studied;					
	⌄ Identify the Caribbean countries, capitals, seas and oceans, including characteristic features of the nations, and geographical structure, use maps and images to support this		⌄ physical geography: climate zones, biomes, and vegetation belts; Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle		⌄ use 8 points of a compass, 6 figure grid references, symbols, key (including use of O.S maps) to build their knowledge of the UK including coasts	
	⌄ Understand and present 'push' and 'pull' factors affecting migration		⌄ Track the routes of journeys of explorers and suggest their own route with reasons		⌄ Use maps to identify countries, counties, cities, physical features, coasts, seas of the UK;	
Making connections	⌄ Be able to explain both sides to a geographical issue e.g. migration, thinking about both the challenges and opportunities		⌄ describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		⌄ describe & understand key aspects of physical geography: coastal processes	
Developing a sense of place, space and scale	⌄ Understand why some regions of the world are affected more by climate change than others and how this impacts migration				⌄ identify human and physical characteristics, key topographical features, land-use patterns, understand how these changed over time	
Conducting fieldwork						
Big Ideas and Key Assessment Questions	Migration What makes the Caribbean? How is it similar and different to the UK? Why do people settle where they do? What is migration and why do people migrate? What are the benefits and problems of migration? Is migration to the UK a new thing?		Trade and Global Supply What is climate? What is a biome? What is trade and how can it be made fairer? Why do people embark on expeditions? What regions of our world have been explored and why? Where is there left to explore?		Interaction How can we orientate ourselves using maps? What features of OS maps help us orientate ourselves? What are the major counties, seas and coasts near to us in the UK? What is erosion? How are the coasts of the Isle of Man similar and different to those near to us?	
History	Hidden Lives – Life in Britain after WW2		Exploring Our World Through the Ages		Life in the Extreme – Personal History Project	
	⌄ Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness					
	⌄ use literacy, numeracy and computing skills to a high standard in order to communicate information about the past					

Making interpretations and raising questions Explaining significance Finding similarities and differences Seeing change and continuity Identifying causes and consequences Develop a sense of chronology	⊕ use dates and terms accurately in describing events		
	⊕ I know some reasons for the break out of World War 2 and the effects it had on people in the UK; ⊕ I can use the term British Empire accurately; ⊕ I know some of the reasons people came from the Caribbean on the Empire Windrush, including seeking a better life; ⊕ I know some of the problems felt by the passengers including racism discrimination; ⊕ I can identify the contributions of people from the commonwealth to the rebuilding of the UK. ⊕ understand the concepts of continuity and change over time, representing them, along with evidence, on a time line ⊕ compare some of the times studied with those of the other areas of interest around the world ⊕ discuss 'bias' and suggest why some sources are created as they are ⊕ show an understanding of the concepts of 'civilisation' and 'Empire', and how they have changes over time, demonstrate an awareness of why such terms are controversial and how they have contributed positively and negatively to modern society	⊕ I know a range of explorers and their motivations for exploring; ⊕ I know that people have explored our world for new land, travel routes, resources, money, freedom, curiosity and their own sense of adventure; ⊕ I can identify the main achievements of Mary Kingsley and Alexandra David Neal in relation to their experience as women; ⊕ I know how technological improvements helped people travel further in the world; ⊕ I can describe the Golden Age of Exploration and know some reasons why it is considered this. ⊕ understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline ⊕ begin to see that historians make 'interpretations' of the past ⊕ compare some of the times studied with those of the other areas of interest around the world ⊕ consider range of sources and assess reliability, consider why some sources are less reliable ⊕ show an awareness of the concept propaganda and how historians must understand this the social context of evidence studied ⊕ be able to say what a source can and cannot reveal about the past, understanding that we need a range of sources to generate a more accurate picture ⊕ suggest why some sources are more reliable than others ⊕ describe the social, ethnic, cultural or religious diversity of past society ⊕ describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	⊕ Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness ⊕ use sources of information to follow their own line of enquiry about the past ⊕ present their findings clearly and show where their sources are from when they make conclusions ⊕ Follow their own line of enquiry to a conclusion
Big Ideas and Key Assessment Questions	Civilisation and Empire What was happening elsewhere in the world? How might people see these events differently?	Civilisation and Empire What was happening elsewhere in the world? How might people see these events differently?	Civilisation and Empire How did my person defy expectations of them? Can I raise questions about my chosen person?

	How have historians learnt about this? Why should these events be remembered? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?	How have historians learnt about this? Why should these events be remembered? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?	How can I be sure my conclusions are accurate? What were my person’s main achievements? Would everyone agree with my conclusions? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?			
Computing Digitally literate Logical and resilient thinkers Analyse and solve problems Responsible, confident and creative users Represent data	Online Safety – 1 session to begin each unit ✦ Understanding the importance of secure passwords and how to create them, along with two-step authentication ✦ Using search engines safely and effectively ✦ Recognising that updated software can help to prevent data corruption and hacking ✦ Considering their digital footprint and online reputation and future implications they may have ✦ Learning about how to collect evidence and report online bullying concerns					
	Bletchley Park: Microsoft 365	Creating Media – History of Computers	Data Handling – Big Data 1	Programming – Intro to Python	Data Handling – Big Data 2	Skills Showcase – Inventing a Product
	✦ Evaluating code to understand its purpose ✦ Predicting code and adapting it to a chosen purpose ✦ Understand hacking and the importance of strong passwords ✦ Understand the importance of Bletchley Park to the WW11 war effort ✦ Know the contribution of historical figures to technological advances	✦ Learning about the history of computers and how they have evolved over time ✦ Record, edit and add sound effects to work ✦ Using the understanding of historic computers to design a computer of the future ✦ Present and research information	✦ Understanding how barcodes, QR codes and RFID work ✦ Understanding and identifying barcodes, QR codes and RFID ✦ Identifying devices and applications that can scan or read barcodes, QR codes and RFID ✦ Gathering and analysing data in real time ✦ Creating formulas and sorting data within spreadsheets	✦ Using and adapting nested loops ✦ Programming using the language Python ✦ Using past experiences to help solve new problems ✦ Decomposing a program into an algorithm ✦ Debugging quickly and effectively to make a program more efficient ✦ Writing increasingly complex algorithms for a purpose	✦ Understanding that computer networks provide multiple services ✦ Learning about the Internet of Things and how it has led to ‘big data’ ✦ Learning how ‘big data’ can be used to solve a problem or improve efficiency ✦ Acknowledging that corruption can happen within data during transfer (for example when downloading, installing, copying and updating files)	✦ Design an electronic product ✦ Code and debug a program ✦ Altering a website’s code to create changes ✦ Use CAD to create a product ✦ Create a website ✦ Create and edit a video ✦ Understand the techniques used in advertising a product

Key Assessment Questions	What code is and what is its purpose? Why are strong passwords important? What is the significance of Bletchley Park? Can you identify the contribution of historical figures to advances in computing?	Can you explain what an operating system is? Can you add and edit sound effects to achieve an effect? Can you show how computers have changed over time? Can you explain your choices of your own computer design of the future?	Can you explain that infrared waves can transmit data? Do you know a variety of ways to collect and send data? Why it is important to analyse data? How can you keep your data private and what is this right called?	What happens if I run specified code? Can you show common coding language? Can you break down your instructions in to smaller chunks? Can you create and correct loops?	Name some types of data that can be transferred wirelessly? What is Big Data? How do smart devices work together? Should businesses collect data to improve their products?	How can programs be improved? How can products be designed and what features are needed? How are websites created? What techniques are used to advertise products?
DT Knowledge of tools Responsible designers and makers Show innovation Work safely Knowledge of brief	Structures - Playgrounds	Electrical Systems - Steady Hand Game	Mechanical Systems - Automata Toys	Digital World – Navigating the world		Cooking and Nutrition - Come Dine with Me
	Evaluating ⊕ Testing own and others finished products ⊕ identifying what went well and making suggestions for improvement ⊕ Make improvements to my design based on evaluations					
	⊕ Building a range structures drawing upon new and prior knowledge of structures ⊕ Measuring, marking and cutting wood to create a range of structures ⊕ Using a range of materials to reinforce and add decoration to structures ⊕ Knowing that structures can be strengthened by manipulating materials and shapes Identifying the shell structure in everyday life	⊕ Drawing a design from three different perspectives ⊕ Generating ideas through sketching and discussion ⊕ Constructing a stable base ⊕ Accurately cutting, folding and assembling a net ⊕ Making and testing a circuit ⊕ Incorporating a circuit into a base ⊕ Understanding how electromagnetic motors work ⊕ Learning that when electricity enters a magnetic field it can make a motor	⊕ Making things move at the same time ⊕ Measuring, marking and checking the accuracy using a ruler and scissors ⊕ Assembling components accurately to make a stable frame ⊕ Selecting appropriate materials based on the materials being joined ⊕ Using a bench hook to saw safely and effectively ⊕ Exploring cams, learning that different shaped cams produce different follower movements	⊕ Write a design brief and criteria ⊕ Extract and analyse data ⊕ Write a program with multiple functions ⊕ Think sustainably in my design work ⊕ Use 3D CAD skills ⊕ Present a pitch to sell a product ⊕ Think about my audience for a product		⊕ Including facts and drawings from research undertaken ⊕ Following a recipe, including using the correct quantities of each ingredient ⊕ Working to a given timescale ⊕ Working safely and hygienically with independence ⊕ Recording the relevant ingredients and equipment needed for a recipe ⊕ Understanding the combinations of food that will complement one another ⊕ Understanding where food comes from,

	(cars, aeroplanes, tins, cans)		⊕ Exploring types of motions and direction of a motion			describing the process of 'Farm to Fork' for a given ingredient
Key Assessment Questions	What is landscape design and how is it used? How and why are structures reinforced? Why would designers use a prototype? Describe some views of designs we can use. How can we use tools safely?	What is meant by 'form' over 'function' and why might it be a problem? Why is it better to have 'form follows function'? How can circuits be built and adapted to their purpose?	Why do we put components together in a particular order? Why is a bench hook useful? What is automata and how does a cam work? What is a design brief?	What do we mean by 'form'? What does 'multifunctional' mean? How can designers use a 'concept'? How are smart products helping our world?		What is needed to plan a healthy three course menu? How can we ensure our cooking is hygienic? How do chefs consider 'flavour' when designing dishes? What is a method in cooking?
PE	Hockey	Basketball	Gymnastics	Dance	Cricket	Athletics
Skill	Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.					
agility	Striking and hitting: ⊕ Use good hand-eye coordination to be able to direct a ball when striking or hitting, adapting based on the situation.	Throwing and catching ⊕ Throw and catch accurately and successfully under pressure in a game.	⊕ Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching	⊕ Identify and repeat the movement patterns and actions of a chosen dance style	Striking and hitting: ⊕ Use good hand-eye coordination to be able to direct a ball when striking or hitting, adapting based on the situation.	Running: ⊕ Recap, practise and refine an effective sprinting technique, including reaction time
balance				⊕ Compose individual, partner and group dances that reflect the chosen dance style	⊕ Understand and demonstrate the skills of bowling and fielding	⊕ Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
co-ordination	Travelling with a ball: ⊕ Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	Travelling with a ball: ⊕ Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	⊕ Demonstrate precise and controlled placement of body parts in their actions, shapes and balances	⊕ Use dramatic expression in dance movements and motifs.		⊕ Confidently and independently select the most appropriate pace for different distances and different parts of the run
health and fitness	Passing a ball: ⊕ Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.	Passing a ball: ⊕ Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.	⊕ Confidently use equipment to vault and incorporate this into sequences		Using space: ⊕ Demonstrate a good awareness of space	⊕ Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
co-operative and competitive		Possession: ⊕ Keep and win back possession of the ball effectively and in a	⊕ Apply skills and techniques consistently, showing precision and control		⊕ Develop awareness of the rules of cricket, beginning to apply them to their advantage in a game	Jumping:
			⊕ Develop strength, technique and			

	Possession: ⊕ Keep and win back possession of the ball effectively and in a variety of ways in a team game. Using space: ⊕ Demonstrate a good awareness of space Attacking and defending: ⊕ Think ahead, create and apply a plan of attack or defence.	variety of ways in a team game. Using space: ⊕ Demonstrate a good awareness of space Attacking and defending: ⊕ Think ahead, create and apply a plan of attack or defence.	flexibility throughout performances			⊕ Develop the technique for the standing vertical jump ⊕ Maintain control at each of the different stages of the triple jump ⊕ Land safely and with control ⊕ Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Throwing: ⊕ Perform a heave throw ⊕ Continue to develop techniques to throw for increased distance and support others in improving their personal best ⊕ Develop and refine techniques to throw for accuracy
Key Assessment Questions	Can you select and perform appropriate shots using control and accuracy? Can you travel with a ball effectively? Can you select the correct pass in a game situation? Can you maintain ball possession in a team game?		Can you apply skills and techniques learnt to a sequence? Can you perform jumps, shapes and balances fluently and with control?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?	Can you select and perform appropriate shots using control and accuracy?	Can you show me how to run, jump and throw using a variety of techniques?
RE	Worldviews		Humanism and Christianity	Sikhism	Christianity	Free Choice – Baha’i
Religious tolerance	What does it mean to live in a religiously diverse world?	What do religious and non-religious world views believe about equality, justice and fairness?	Are Humanist and Christian ideas about science, conflicting or complimentary? Does the	How do Sikhs worship?	What are some of the differences and similarities within Christianity locally and	How do Baha’is express unity through Prayer and service?

Reflection Self-Understanding Wonder Sense of Community Open-mindedness			Big Bang Theory disprove the Genesis account on Creation?		globally? What can we learn from religious buildings and music?	
	⊕ I can analyse how religious diversity originated in the UK and give some examples.	⊕ I can define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.	⊕ I can outline how Christians interpret Genesis in the light of the Big Bang theory.	⊕ I can describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.	⊕ I can describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.	⊕ I can talk about faith in action from a religion
	⊕ I can identify the origins of religious and non-religious worldviews around the world and place on a timeline	⊕ I can explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.	⊕ I can explore whether the Big Bang Theory disproves the Genesis accounts of creation.	⊕ I can discuss how Sikhs worship in Gurdwaras around the world.	⊕ I can evaluate diverse Christian expressions of worship	⊕ I can talk about the concept of unity
	⊕ I can reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.	⊕ I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media	⊕ I can compare the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context).			⊕ I can ask questions about the teaching of the Baha'I Faith
		⊕ I can discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.	⊕ I can compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.			
			⊕ I can explain why Humanists feel that science is a process which allows claims to be tested.			
			⊕ I can discuss if Christian spiritual experience can co-exist alongside scientific principles			

Key Assessment Questions	What does immigration mean? What is the Golden Rule? What is discrimination?	What is respect and how can I show respect for others? Why do people have different worldviews? How can I understand someone else's point of view? How does The Equality Act support those with religious and non-religious beliefs? How can you recognise fake news? Why do many Hindus honour cows?	What do Christians and Humanists believe happens when you die? Do some Christians believe in the Big Bang and evolution? How do some Christians view the story of Creation?	Can I show how Gurdwara are significant and identify their features? Can I identify common features of Sikh worship? Can I explain what happens at a Gurdwara? Can I explain who Naam Karan is?	What are some of the difference and similarities within Christianity locally and globally? What is the name and denomination of the church which is near the dentist etc? What happens in an act of Communion in a church? How is Easter celebrated in (country)?	How do Baha'is serve their communities around the world? What is special about the Baha'i temples and how do they invite unity?
Music	Happy	Classroom Jazz 2 Winter Performance	You've Got a Friend	Music and Me	Reflect, Rewind and Replay	Summer Performance
Listen and appraise Sing and play Composing Improvise Performance	Listen and Appraise ⊕ To identify and move to the pulse with ease ⊕ To think about the message of songs ⊕ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences ⊕ Listen carefully and respectfully to other people's thoughts about the music. ⊕ Use musical words when talking about the songs. ⊕ To talk about the musical dimensions working together in the Unit songs. ⊕ Talk about the music and how it makes you feel, using musical language to describe: - the music - the style indicators of the songs (musical characteristics that give the songs their style) - the lyrics: what the songs are about - any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - identify the structure of the songs (intro, verse, chorus etc.) - name some of the instruments used in the songs - the historical context of the songs - What else was going on at this time, musically and historically? - know and talk about that fact that we each have a musical identity Sing and Play To know and be able to talk about: ⊕ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.					Can I sing some songs by heart and know who sang or wrote them? Can I recognise other songs from a given style, comparing them? Can I consider the historical context to a song? Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel? Can I express how music makes me feel, and listen respectfully to the views of others? Can I describe my own musical identity? Can I sing confidently with a strong internal pulse? Can I show an awareness of being 'in tune'? Can I name and find the notes C D E F G A B on a treble stave? Can I rehearse and perform my part? Can I lead the music? Can I improvise using instruments with little preparation? Can I name musicians who like to improvise? Can I use riffs I have heard in my own music?

RSHE manage relationships how and who to ask for help unique individuals recognise beauty in difference express emotions and opinions respectfully manage risk know rights and responsibilities of my citizenship	⊕ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ⊕ Notation: recognise the connection between sound and symbol ⊕ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ⊕ Explain the keynote or home note and the structure of the melody. Compose and Improvise ⊕ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ⊕ Record the composition in any way appropriate that recognises the connection between sound and symbol ⊕ Play and perform with accuracy, fluency, control and expression that has been considered ⊕ Think about the audience when performing and how to create a specific effect. Perform ⊕ Play and perform with accuracy, fluency, control and expression ⊕ Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase ⊕ Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved successfully			Can I reflect on and make musical decisions? Can I show planning and careful consideration about my performances? Can I think about the experience of the audience when I perform? Can I record and reflect on my performance?
	My Healthy Self Connecting with Others <i>How do my choices today shape my future wellbeing?</i> • I know how mindset can influence my approach to challenges. • I know the long-term impact of habits such as sleep, physical activity, nutrition and dental care. • I can manage my emotional responses. • I can consider how my actions affect others now and in the future. <i>What does it mean to stand up for myself and others?</i> • I know how to set and respect boundaries to build trust.	The Online World Citizenship <i>How do I feel about being online?</i> • I know that time online can affect feelings, mood and sense of self. • I know the benefits of face-to-face connections. • I can recognise signs that I may have spent too much time online. • I can use strategies for maintaining a healthy balance online. <i>How can we protect everyone's rights?</i> • I know about human rights and why laws exist. • I know the consequences of breaking the law and how the justice system works. • I can explain how rights are upheld in society.	Growing Up Staying Safe <i>Staying safe: How can I stay safe as I grow up?</i> • I know the risks and consequences of drug use. • I know how to manage hazards around different water environments. • I can assess risks at home and in public and plan ahead to stay safe. • I can recognise and resist pressure from others. • I can seek help from a trusted adult. <i>Option 1: First aid</i> • I know how to check a scene is safe. • I know when other support is more appropriate than an emergency call. <i>Option 2: Sex education</i>	

	• I know how to judge problem size to identify when to seek help. • I can set a personal growth goal. • I can practise respectful behaviour at school, in public and online, including repairing harm. • I can use upstander strategies to challenge stereotypes, discrimination and bullying.		• I can challenge stereotypes to promote fairness and equality.	• I know the correct terminology for body parts. • I know how babies are conceived, grow during pregnancy and are born. • I know about consent and the legal age of consent. • I can stay calm and assess someone who is unresponsive or not breathing normally. • I can make a clear 999 call. <i>Option 2: Sex education</i> • I can explain different types of families. I can describe the responsibilities and lifelong commitment involved in having a baby.		
Key Assessment Questions	• How might the habits you have now affect your health in the future? • What strategies do you use to manage strong emotions? • How can your choices affect the people around you? • What does it mean to be an upstander? • How can you set a personal boundary respectfully? • What can you do to repair harm after a conflict?		• How does spending a long time online make you feel? • What are the signs that you might need a break from screens? • What can you do to keep a healthy balance between online and offline life? • Why do we have laws? • What could happen to someone who breaks the law? • How can challenging stereotypes help make the world a fairer place?	• What are the risks of taking drugs? • How can you spot a dangerous situation and keep yourself safe? • What can you do if someone pressures you to do something unsafe? What is the first thing you should check before helping someone? • When would you call for emergency help? • What is consent, and why does it matter in all relationships?		
MFL	French Sport and the Olympics	French Football Champions	In my French House	Visiting a French Town	Planning a French Holiday	Revise and Recap
Read fluently Write imaginatively Speak confidently	⊕ Name sports and construct simple sentences ⊕ Know where some of the countries are located, identifying some of the French country words using cognates and near	⊕ Learn and pronounce most of the new words and remember the vocabulary from the previous lesson ⊕ able to translate ⊕ recall some familiar vocabulary words, and able to construct the	⊕ Understand the different types of houses and their rooms in French ⊕ ask and answer questions using this vocabulary ⊕ Remember and understand the	⊕ Retelling a route to school accurately using picture and word cards. ⊕ Answer direction questions ⊕ Put modes of transport into a simple sentence	⊕ Remember the countries of the world in French and using this knowledge, and a writing model to create a complex sentence	

Understand culture	cognates and pronounce some country names in French ⊕ Able to use the correct form of 'aller' and the correct preposition in most cases in the written exercises ⊕ Showing good understanding and pronunciation of a majority of words about P.E. verbs ⊕ Able to write simpler sentences about what sports they like and do not like ⊕ Ability to translate some of the translation text	sentence, I come from [a place] in French ⊕ Understand a majority of the comprehension questions based on the Unit of Football and show some competence in answering these questions ⊕ Use techniques to recall vocabulary ⊕ Use comprehension skills to identify information and create a new piece of writing in the form of a player profile.	elements of a house and family ⊕ create a written description of their house ⊕ Label a bedroom and use the related vocabulary in simple sentences as well as starting to use prepositions ⊕ describe all the rooms in their house, using at least three prepositions accurately, describing where they live, with whom and including questions in their letter.	⊕ Learn to say and read places in a town and using a writing frame, to say whether they like to visit them and why ⊕ Identify the grammatical elements of the text, understanding the gist of the text and using the text to write their own description.	⊕ Begin to understand the present and future tense of aller in French ⊕ Able to identify the present and future tenses in reading and listening ⊕ Label the clothing elements correctly, speaking in sentences and writing a paragraph ⊕ Read the text with good pronunciation, beginning to understand the gist of the text ⊕ Find out information from a range of websites, using the information to plan a holiday.	
Key Assessment Questions	Can I write some extended sentences in French? Can I recall vocabulary relating to sport, directions, family and clothing. Can I construct sentences beginning 'I come from...'? Can I read and understand comprehension questions? Can I ask and answer questions with confidence? Can I read with good pronunciation? Can I understand some variety in tenses?					
Art	Developing ideas					
	⊕ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material ⊕ Annotate work in sketchbook ⊕ Adapt work as and when necessary and explain why					
Mastering technique	Mastering technique: Drawing					
	⊕ Work in a sustained and independent way to develop their own style of drawing ⊕ This style may be through the development of: line, tone, pattern, texture. ⊕ Draw for a sustained period of time over a number of sessions working on one piece ⊕ Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why ⊕ Have opportunities to develop further simple perspective in their work using a single focal point and horizon ⊕ Develop an awareness of composition, scale and proportion in their paintings					

Take inspiration from the greats	Painting			
	- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade - Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects - Mix colour, shades and tones with confidence building on previous knowledge - Understanding which works well in their work and why.			
	Print making			
	- Use tools in a safe way. Continue to gain experience in overlaying colours. - Start to overlay prints with other media. - Show experience in a range of mono print techniques.			
	Texture, pattern, colour, line and tone			
	Consider the use of colour for mood and atmosphere			
Key Assessment Questions	Taking inspiration from the greats			
	- Discuss and review own and others work, expressing thoughts and feelings explaining their views - Identify artists who have worked in a similar way to their own work - Explore a range of great Artists, architects and designers in history			
	Develop ideas	Master techniques – drawing, painting and print making	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Can you use sketchbooks to collect and record visual information from different sources?	Show me how you control the types of marks made and experiment with different effects and textures	Can you choose colour for mood or atmosphere?	Can you review other's work? Can you recognise the art of key artists and begin to place them in key movements of historical events?