



Year 6 Curriculum

From tiny seeds beautiful minds blossom and grow...



Welcome to our Year 6 Curriculum

In this document you will find information about science and the foundation subjects that we teach in year six. English and Maths information can be found in a separate document.

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"



Science: Animals including Humans

Learning Objectives	Vocabulary	Skills	Enquiry Type
LO: To know where the main organs are in the body.	Organs (various), circulatory system, circulation, blood, plasma, red blood cells, oxygenated, deoxygenated, exchange, artery, vein, heart, heart chambers, pulse, recovery time, drugs (various), alcohol, nicotine, tar	To use complex science words correctly.	<u>Comparative and Fair Test</u> How does the length of time we exercise for affect our heart rate?
LO: To understand why we have blood and how it gets around the human body.		To use a science model to explain.	
LO: To recognise the impact of exercise on the way the body functions.		To write an ordered method.	
LO: To recognise the impact of exercise on the way the body functions.		To write an ordered method.	
LO: To recognise the impact of diet, drugs, alcohol and lifestyle on the way the body functions.		To use complex science words correctly.	
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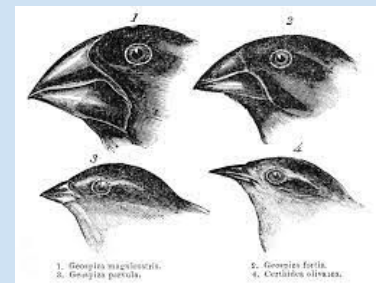
Science: Electricity

Learning Objectives	Vocabulary	Skills	Enquiry Type
The history of electricity and key scientists	Circuit, electricity, energy, cell, battery, positive terminal, negative terminal, voltage (V), Amps (A), current, wire, insulator, resistance, resistor, filament, lamp, buzzer, motor, switch, series, Voltmeter, Ammeter	Use complex science words correctly	<u>Comparative and Fair Test</u> How does the voltage of the batteries in a circuit affect the brightness of the lamp? (Data Loggers)
To design a series circuit using the correct symbols.		Use accurate diagrams to explain.	
Can I explain how energy is transferred?		Use a science model to explain	
Can you make a working series circuit?		Use knowledge and understanding to make a hypothesis.	
What happens to the energy as it flows around a circuit?		Use a science model to explain	
What happens to the energy as it flows around a circuit?		Use knowledge and understanding to make a hypothesis.	



Science: Evolution and Inheritance

Learning Objectives	Vocabulary	Skills	Enquiry Type
How are we different? How are we the same? (inheritance)	Fossil, extinction, variation, inheritance, feature, adaptation (various), species, natural selection, evolution	Construct charts/graphs	<u>Research using secondary sources</u> What impact has Charles Darwin had on how we think about evolution?
How are we different? How are we the same? (inheritance/variation)		Construct charts/graphs (investigation)	
How are living things adapted to their environment? (variation - big picture)		Use a science model to explain	
How are living things adapted to their environment? (variation and adaptation)		Use a science model to explain	
Why are fossils so important? (evolution)		Use complex science words	



Science: Light

Learning Objectives	Vocabulary	Skills	Enquiry Type
How does light travel?	Light source, luminous, non-luminous, energy, absorbed, reflected, transmitted, scattered, shiny, opaque, reflective, transparent, translucent, image, plane, concave, convex, mirror, shadow.	Use a science model to explain	<u>Pattern Seeking</u> What is the link between the object's distance from a light source and its shadow? (Data Loggers)
What happens when light hits an object?		Describe patterns & make conclusions	
How can we see around corners?		Draw diagrams to describe & explain	
How do shadows form?		Reason K&U to make a hypothesis	
How do shadows form?		Describe patterns & make conclusions	



Science: Living Things

Learning Objectives	Vocabulary	Skills	Enquiry Type
How are animals & plants classified?	Classification, binomial, kingdom (phylum, class, order, family, genus, species), vertebrate, invertebrate, microorganisms, bacteria, fungi, virus, (protist), classification characteristics (various), spider/number key, diversity, variation	To group and subgroup by fine observations	<u>Identifying, Classifying and Grouping</u> How would you make a classification key for an animal?
What types of living things are there in ...?		To construct spider and number keys	
What types of living things are there in ...?		To draw diagrams to describe and explain	
Can you make a key to classify?		To show a secure knowledge and understanding of science	
Where can we find microbes?		To use complex science words correctly	
Where can we find microbes?		To describe changing patterns and relationships	



Science: Revision

Learning Objectives	Vocabulary	Skills	Enquiry Type
To understand what digestion is (revision)	As stated in related schemes of work	Use science words & models to describe	<u>Observation over time</u> What happens to bread when it is left in different conditions?
How can we show and measure contact forces? (revision)		Big Picture Model	
		Predict cause & effect	
		Force Arrow Model	
What are solids, liquids & gases made of? (revision)		Use a science model to describe	
		The Particle Model	
How can mixtures be separated? (revision)		Use science models to describe & explain	
		The Particle model	
Any other areas needed		Any other areas needed	
Any other areas needed		Any other areas needed	

Geography: Mountains



Learning Objectives	Vocabulary	Fieldwork Skills
What makes a mountain? <u>L.O. to be able to identify the key physical characteristics of a mountain</u>	Altitude, avalanche, crust, gorges, hyperthermia, tectonic plate Summit, outcrop, slope, snow line, valley, plateau, slope, tree line, ridge, foot, face	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to be able to locate the UK's countries and identify key mountain ranges using atlases, four and six figure grid references, and keys.		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to be able to locate the world's countries and identify key mountain ranges using atlases, four and six figure grid references, and keys.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to identify the position of a mountain range in terms of latitude, longitude, equator, northern hemisphere, southern hemisphere and Tropics of Cancer and Capricorn and the significance of this.		
L.O. to understand and compare climates on mountain ranges		
L.O. to understand geographical similarities and differences by comparing the Himalayas and Lake District, land use and how these aspects have changed over time.		

Geography: The Chocolate Trade



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use maps, globes and atlases, the 8 points of the compass and six figure grid references to locate chocolate growing countries	Trade, fairtrade, import, export, climate, profit, farming, harvest, land use, natural resources, carbon footprint.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to study tropical climates including the impact of natural disasters on food production		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to understand the influence of climate , geographical location and water supply on food production		
L.O. to understand the Fairtrade movement (Human Geography - land use and economic activity)		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to understand human geography including types of settlement and land use, distribution of natural resources including energy, food minerals and water supplies.		
L.O. to create a map to show the journey of chocolate from plant to mouth (work our carbon footprint)		

Geography: Coastal Erosion



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to explain how water and weather can change a landscape	Acidic, border, boundary, deposition, dissolve, erosion, weathering, physical weathering, chemical weathering, biological weathering, beach, cave, cliff, headland, natural arch, stack, skerry, spit, dune, lagoon, islet, sand island, tombolo, river estuary	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to understand how coastal features are formed and identify coastal features of the UK		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to understand how coastal features are formed and identify coastal features of the UK (focus on local area) L.O. to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to explain how the coastal landscape can change over time		
L.O. to predict how physical factors might change the coastal landscape in the future.		

History: Crime and Punishment



Learning Objectives	Vocabulary	Skills
To understand some terms used in crime and punishment and know what the Romans believed about it.	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To compare both the modern British and Roman justice system with that of the Anglo-Saxons.		Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To understand different punishment methods that were popular during Tudor times.		Show increasing depth of knowledge and understanding of the history of Britain. Link changes in Britain to changes in the world. Describe how and why events occurred and the results of these on Britain and the wider world.
To find out about the life of Dick Turpin based on historical sources.		Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Describe and begin to analyse why there are different historical interpretations of events, people and changes. Check the accuracy of interpretations. Identify and evaluate sources of information which they use critically to reach and support conclusions. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To understand the experiences of Victorian prisoners.		
To compare modern methods of crime and punishment and compare these with what existed in the past.		Show increasing depth of knowledge and understanding of the history of Britain.

History: Maya



Learning Objectives	Vocabulary	Skills
To explain who the Maya people were and when and where in the world they lived. (Compare with other civilisations in Britain at that time)	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Place features of historical events and people from past societies and periods in a chronological framework. Show how factual knowledge and understanding of the history of Britain and the wider world. Describe changes within and across periods of history
To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people and to compare this with the religious beliefs of other ancient civilisations in Britain at that time)		Show knowledge and understanding of aspects of history beyond Britain. Compare and contrast with British history. Use knowledge to understand and describe the characteristics of past societies and periods. Relate current studies to previous studies.
To understand how the Maya number system works and compare this with other ancient civilisations. in Britain at that time.		Identify their achievements and influences on the western world.
To explain what the Maya writing system consists of, how words are constructed and what codices are and compare these methods of recording with those used in Britain at that time..		Give reasons why some events, people or developments are seen as more significant than others.
To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. To identify foods of significance from Britain at that time and why they were significant.		

History: Local Study (Herrington/Sunderland)



Learning Objectives	Vocabulary	Skills
LO: To use documents, printed sources, the internet, photographs, buildings etc to collect information about the history of Sunderland. Rope making, Glass, Ship building, Mining	Remember and use a range of names and words from the areas they have studied over the years. Use a wide range of words and phrases to indicate time.	Show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this. Describe and begin to analyse why there are different historical interpretations of events, people and changes. Check the accuracy of interpretations. Identify and evaluate sources of information which they use critically to reach and support conclusions. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. Give reasons why some events, people or developments are seen as more significant than others.
LO: to use printed and digital sources to collect information about the development of East Herrington.		
LO: to Compare then to now - industry in Sunderland		
LO: to check the accuracy of interpretations (newspapers/historical documents).		
LO: to show how aspects of the past have been represented and interpreted in a different way and suggest possible reasons for this		
L.O. to identify the most important/significant developments for Sunderland and explain the impact of these on modern life.		

Computing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety (Project Evolve)
NCCE Curriculum focus area	Computing systems and networks	Programming	Creating media	Data and information	Programming	Creating media	• Self image and identity • Online relationships • Online reputation • Online bullying • Managing online information • Health, well-being and lifestyle • Privacy and security • Copyright and ownership
NCCE Computing Unit	Communication and collaboration Recognising how the WWW can be used to communicate and be searched to find information.	Variables in games Exploring variables when designing and coding a game.	3D Modelling Planning, developing, and evaluating 3D computer models of physical objects.	Spreadsheets Answering questions by using spreadsheets to organise and calculate data.	Sensing movement Designing and coding a project that captures inputs from a physical device.	Web page creation Designing and creating web pages, giving consideration to copyright, aesthetics, and navigation.	
Software / hardware required	Online websites	Scratch	TinkerCAD	Google Sheets	Micro-bit (although can use an emulator https://makecode.microbit.org/)	Google Sites	

PHSRE:

Autumn	<u>Belonging to a community/citizenship</u> I know what prejudice means I can differentiate between prejudice and discrimination I have strategies to safely respond and challenge discrimination. I know how to recognise stereotypes in different contexts and the influence that they have on attitudes and understanding of different groups. I understand how stereotypes are perpetuated and how to challenge this.	<u>Safe Relationships</u> I can compare the features of healthy and unhealthy relationships. I understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I have strategies to respond to pressure from friends (including online). <i>I know how to assess the risk of different online challenges and dares.</i> I know how to recognise and respond to the pressure from others to do something unsafe or that makes them feel worried or uncomfortable. I know how to get advice and report concerns about personal safety (including online) I know what consent means and how to seek and give/not give permission in different situations. I understand that sexual violence and sexual harassment is never acceptable.	<u>Respecting Ourselves and Others</u> I understand the link between values and behaviour and how to be a positive role model. I can discuss issues respectfully and listen to and respect others points of view. I can constructively challenge points of view that I disagree with. <i>I have ways to participate effectively in discussions online and manage conflict or disagreements.</i>	<u>SUMO</u> Change Your T Shirt Fruity Thinking
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PHSRE:

Spring

Families and Friendships

I understand what it means to be attracted to someone and different kinds of loving relationships.

I understand that people who love each other can be any gender, ethnicity or faith.

I understand the difference between gender identity and sexual orientations and everyone's right to be loved.

I know about the qualities of healthy relationships that help individuals flourish.

I know about the ways in which couples show their love and commitment to one another, including those who are not married or live apart.

I know what 'marriage' and 'civil partnership' mean.

I understand that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal.

I know how and where to report forced marriage or ask for help if I am worried.



Media literacy and Digital Resilience

I understand the benefits of safe internet use e.g. learning, connecting and communicating.

I know how and why images online might be manipulated, altered or faked and can recognise when this has happened.

I understand why people choose to communicate through social media and some of the risks and challenges associated with this.

I know that social media sites have age restrictions and regulations for use and why some media and online content is not appropriate for children.

I understand how online content can be designed to manipulate people's emotions and encourage them to read or share things.

I know about sharing things online including the rules and laws relating to this.

I know how to recognise what is appropriate to share online and how to report inappropriate online content or contact.



Money and Work

I understand about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.

I know about value for money and how to judge if something is value for money.

I understand how companies encourage customers to buy things and why it is important to be a critical consumer..

I understand how having or not having money can impact a person's emotions, health and wellbeing.

I understand the common risks associated with money including debt, fraud and gambling.

I know that money can be gained or lost e.g. stolen, scams, gambling and how these can put people at financial risk.

I know how to get help if I am concerned about gambling or other financial risk.



SUMO

Hippo Time is OK

Remember the Beachball

PHSRE:

Summer

Physical Health and Mental Health

I understand that mental health is just as important as physical health and that both need looking after.

I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.

I understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.

I have positive strategies for managing feelings.

I know that there are situations when someone may experience mixed or conflicting feelings.

I understand how feelings can often be helpful whilst recognising that sometimes they need to be overcome..

I recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available.

I can identify where I and others can ask for help and support with mental wellbeing in and outside of school.

I understand the importance of asking for support from a trusted adult.

I know about the changes that may occur in life including death, and how these can cause conflicting feelings.
I know that changes can mean that people experience feelings of loss and grief.

I understand about the process of grieving and how grief can be expressed.
I know about strategies that can help someone cope with the feelings associated with change or loss.

I can identify how to ask for help and support with loss, grief or other aspects of change.

I understand how balancing time online with other activities helps me to maintain my health and wellbeing.

I can develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night.

I know what to do and whom to tell if I am frightened or worried about something I have seen on line.

Growing and Changing

I can recognise some of the changes that occur as I grow up e.g. increasing independence.

I understand what being more independent might be like, including how it may feel.

I know about the transition to secondary school and how this may affect my feelings.

I understand that relationships may change as I grow up and move to secondary school

I have practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.

I can identify links between love, committed relationships and conception.

I understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.

I am aware of the responsibilities of being a parent or carer and how having a baby changes someone's life.



Keeping Safe

I know how to protect my personal information online.

I can identify potential risks of personal information being misused.

I have strategies for dealing with requests for personal information or images of myself.

I can identify which types of images are appropriate to share with others and those which might not be appropriate.

I know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be.

I know what to do if I take, share or come across an image which may upset, hurt or embarrass myself or others.

I know how to report the misuse of personal information or sharing of upsetting content/images online.

I understand about the different age rating systems for social media, TV, films, games and online gaming.

I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play.

I know about the risks and effects of different drugs.

I know about the laws relating to drugs common to everyday life and illegal drugs.

i can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.

I know about the organisations where people can get help and support concerning drug use.

I know how to ask for help if I have concerns about drug use.

I understand that there are mixed messages in the media relating to drug use and how these might influence opinions and decisions.

SUMO

Learn Latin

Ditch Doris Day



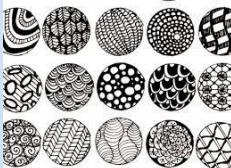
Foreign Language: Language Angels

Autumn 1	Year 6 Phonetics 1-4 (C)Core Vocabulary	Phonetics Lesson 1 Core Vocab: Days of the week	Phonetics Lesson 2 Core Vocab: Months of the year	Phonetics Lesson 3 Core Vocab: Salutations	Phonetics Lesson 4 Core Vocab: Classroom Commands	Core Vocab: Numbers and Colours	Regular and irregular verbs
Autumn 2	Year 6 Presenting Myself (I)	Je Me Presente Lesson 1 (Numbers/Ca va?)	Je Me Presente Lesson 2 Numbers/Je m'appelle)	Je Me Presente Lesson 3 (Name and Age)	Je Me Presente Lesson 4 (Ou habites-tu?)	Je Me Presente Lesson 5 (Nationality - Je suis...)	Revision
Spring 1	Year 6 Do you have a pet? (I)	As-tu un animal? 1	As-tu un animal? 2	As-tu un animal? 3	As-tu un animal? 4	As-tu un animal? 5	Revision
Spring 2	Year 6 Weather (I)	Quel temps Fait-il? Weather Lesson 1	Quel temps Fait-il? Weather Lesson 2	Le Temps en France (Reading Exercise) Weather Lesson 3	La Meteo en France Weather Lesson 4	La Meteo en France Weather Lesson 5	Revision
Summer 1	Year 6 My House (I)	Chez moi (Lesson 1)	Chez moi (Lesson 2)	Chez moi (Lesson 3)	Chez moi (Lesson 4)	Chez moi (Lesson 5)	Revision
Summer 2	Year 6 School (P)	Etudier	At School: Est-ce que tu aimes?	At School: Quelle heure est-il?	At School: A l'ecole	At School: A l'ecole	Revision

Art: Art and Design - Landscape

Analysis and Evaluation	To evaluate and analyse creative works using the language of art, craft and design	Through the analysis of Nicholas Roerich's, work children begin to understand the elements of form, context, content, process and mood.	
Analysis and Evaluation	To evaluate and analyse creative works using the language of art, craft and design	Through the analysis of an artists work children begin to understand the elements of form, context, content, process and mood.	
Drawing Perspective	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Follow step by step guidance on how to achieve perspective within a sketch. Use the horizon line and the use of tone in the foreground and background to enhance this.	
Drawing Perspective	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Follow step by step guidance on how to achieve perspective within a sketch. Use the horizon line and the use of tone in the foreground and background to enhance this.	
Complementary and Contrasting Colours	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Children will create a final piece by applying the perspective skills they have learnt and making careful colour choices in order to produce a mountain scene inspired by the work of Nicholas Roerich	

Art: Art and Design - Photography

Photography: Photomontage	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques	Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own	
Photography: Truisms	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques	After exploring the idea of truisms, children create their own piece of art by matching a truism with a powerful photography to mirror its message and learn about the artist Jenny Holzer	
Photography: Macro Photography	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques	Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography - <i>photography at the beach</i>	
Photography: Self Portraits	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques	By looking at the many different examples of self portraits over time, children use photography to create their own recreating characteristics of an era of their choice.	
Photography: Expressions in Photography	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques	Looking at The Scream by Edvard Munch, children recreate the image adding an expressive photo self portrait to a background created in another medium (replacing figures in a range of portraits)	
Skills Lesson: Zentangle Printing	Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluate and analyse creative works using the language of art, craft and design · To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	In the first of two lessons children listen to ambient music while creating small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns Using a chosen zentangle pattern from last lesson, children create a reverse system print process by transferring their design onto a polyprint tile, using a pen to create a deep line and then printing onto fabric, repeating the print process to create a pattern	

Art: Make my Voice Heard

Graffiti Artists' Tag	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history.	Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow.	
Kathe Kollwitz		After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.	 
Clay Sculpture		Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger.	
Guernica 1: Pablo Picasso		Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.	
Guernica 2: Pablo Picasso		Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.	

Art: Art and design Skills

Making a Hat	To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Working in groups children design and make a prototype Maya hat/headress for a specific purpose, sharing ideas, making sketches and finally constructing their design.	
Painting: Impressionism	To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Children are given one sixth of 'The Japanese Footbridge' by Claude Monet as a vertical strip, to accurately draw what they see on their fraction of the painting and then practise mixing and applying paint to match the original.	
Learning about: the work of Edward Hopper	Evaluate and analyse creative works using the language of art, craft and design.	Aimed to empower children to discuss and explore works of art, children analyse, among others, Edward Hopper's 'Nighthawks' answering questions on some of the fundamental elements of art, including; scene, technique, form and shape, colour and light.	

Design Technology:

Frame structures, complex switches and circuits,
Celebrating culture and seasonality



Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Investigate products to collect ideas. Observe, draw and sketch to refine ideas Develop one idea understanding the designs must meet a range of criteria and constraints. Produce step by step plans Add electricity to create motion or make light. Use a computer to model ideas. Make prototypes	Measure accurately to mm, cm and g Strengthen joins and corners in a variety of ways Understand how wheels, axles, turning mechanisms, hinges and levers all work together Join materials with a greater range of techniques e.g. staples, glue gun (supervised) Join fabrics using over stitching e.g. back stitch, blanket stitch Create finished products that are carefully finished Select and prepare food for a particular purpose Join and combine ingredients appropriately e.g. beating, rubbing in Work in a safe, hygienic way Use proportions when cooking, by doubling and halving recipes Example: sewing (applique) using a range of stitches and joins.	Evaluate their product recognising what has gone well and how it could be improve, giving reasons. Increasingly use testing to improve models and finished products Discuss how well the product meets the design criteria and how well it meets the needs of the user Evaluate food by taste, flavour, texture etc. Justify their decisions about materials and methods of construction Secure understanding of key events and individuals in d & t who have made an impact on the world	Apply their understanding of how to strengthen, stiffen and reinforce more complex models and structures created Understand and use mechanisms like pulleys in their products to create movement Apply their understanding of computing to program, monitor and control products. Understand and use electrical systems in their products	Develop sensory vocabulary/knowledge using smell, taste, texture and feel Understand and apply the principles of a healthy and varied diet Measure and weigh ingredients appropriately Analyse the taste, texture, smell and appearance of food Begin to select own ingredients when cooking or baking (aim to make predominately savoury food) Use seasonal food where possible; develop understanding of seasonality and how ingredients are grown, reared, caught and processed. Work safely and hygienically

Music:

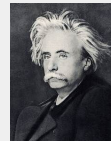
Autumn Term



Singing	Playing	Composing/improvising	Listening	Musical Elements
Sing songs in unison and two parts maintaining their own part. Sing with control of pitch, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression controlling breathing (identifying musical phrases), posture and sound projection. Main focus Christmas songs for performance.	To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' together Perform significant parts from memory and from - increased awareness and understanding of notation and play chords - be able to do this independently. Refine and improve their own and others' work in relation to the intended effect	Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. 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 - can include repetition. Compose music to describe images that have two contrasting moods. Develop more complex rhythms.	Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians and be able to listen for longer periods of time. Describe, compare and evaluate (giving own opinions) different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics and how the music reflects different intentions. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary	Pitch: identify steps, leaps and repeated notes. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir, strings etc) Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).

Listening Repertoire

In the Hall of the Mountain King by Edvard Grieg
Night on a Bare Mountain by Mussorgsky



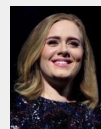
Music:

Spring Term



Singing	Playing	Composing/Improvising	Listening	Musical Elements
Learn to sing the song as part of an ensemble/choir and follow a leader. Understand the meaning of the song Demonstrate and maintain correct posture and breath control Listening to each other and singing in tune together Learn by ear or from notation and the time signature and key. Learn the design / structure of the song	Play and perform an instrumental part as part of the song they are learning to sing by ear or from standard notation. Identify note names and duration. Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. Use musical elements to direct their playing. Rehearse and perform their part independently.	Create textures by combining sounds Compose music to describe images Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics Improvise with confidence and an awareness of rhythm, context and purpose. Realise the importance of the home note Think about structure in music and how ideas can be repeated or contrasted for interest Compose song accompaniments on untuned percussion using known rhythms and note value	Identify different ensemble combinations and instruments heard and their role within the ensemble Describe and Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods Recognise different tempi – speeds of music Give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.	Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. Full diatonic scale in different keys. Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. Crotchets, paired quavers, minims, semibreves, semiquavers and rests. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir, strings etc) Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Music in 3 and 4 parts Triads and chord progression. Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). Ternary Form verse and chorus form, music with multiple sections.

Listening Repertoire The Storm - Benjamin Britten
Soul and Pop music : Beatles/ Marvin Gaye/ Tina Turner/
Stevie Wonder/Sam Smith / Adele/ Lewis Capaldi





Music:

Summer Term



Singing

Playing

Composing/improvising

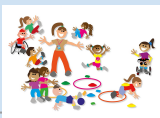
Listening

Musical Elements

Listening Repertoire

Under Development

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognitive Skills I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions.	Creative Skills I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Social Skills I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Physical Skills I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. I can perform a variety of movements and skills with good body tensions. I can link actions together so that they flow.	Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm-ups and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.
Coordination Ball Skills Agility Reaction/ response	Static balance Seated Static Balance Floor Work	Dynamic Balance On a Line Counter Balance With a Partner	Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	Static Balance Stance Coordination Footwork	Coordination Sending and Receiving Agility Ball Chasing
					

RE:

Old Agreed Syllabus taught Autumn Term 2021

Autumn	Christmas Unit What is the meaning of Christmas?
Why do people have ceremonies and use ritual in their lives? Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expressions (Religions studied at this point are Christianity, Buddhism, Judaism, Sikhism and Islam)	What do the gospels tell us about the birth of Jesus? Demonstrating understanding of significance of Christmas story, Christian symbols and practices today. Stories associated with Christmas (gospels)
	

RE: New Syllabus (to be taught Autumn 2022)

Autumn 1

Creation and science: conflicting or complementary?

Make sense of belief:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations

Understand the impact:

- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

Make connections:

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views



Autumn 2

Why do some people believe in God and some people do not?

Make sense of belief:

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God

Understand the impact:

- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

RE: current agreed syllabus

Spring 1

Why do Hindus try to be good?

Make sense of belief:

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.

Understand the impact:

- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

Make connections:

- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.



Spring 2

What do Christians believe Jesus did to “save” people?

Make sense of belief:

- Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus’ death was a sacrifice

Understand the impact:

- Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper
- Show how Christians put their beliefs into practice in different ways

Make connections:

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice, recognising different points of view.



RE: current agreed syllabus

Summer 1

For Christians what kind of king is Jesus?

Make sense of belief:

- Explain connections between biblical texts and the concept of the kingdom of God
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations

Understand the impact:

- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- Show how Christians put their beliefs into practice in different ways

Make connections:

- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- Articulate their own responses to the idea of the importance of love and service in the world today.



Summer 2

How does faith help people when life get hard?

Make sense of belief:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences

Understand the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.