

# Curriculum Intent & Progression Document

## YEAR 6

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Mrs S Howle

### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

# Curriculum Intent: YEAR 6 (2022-23)

## Year 6 English Reading

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class Text: 'Letters from The Lighthouse' by Emma Carroll  'Literacy Shed + VIPERS' - 'Letters from The Lighthouse' by Emma Carroll	Class Text: 'Pig Heart Boy' by Malorie Blackman  'Literacy Shed + VIPERS' - 'Pig Heart Boy' by Malorie Blackman	Class Text: 'Journey to the River Sea' by Eva Ibbotson  'Literacy Shed + VIPERS' - 'Journey to the River Sea' by Eva Ibbotson	Class Text: 'Clockwork' by Phillip Pullman  'Literacy Shed + VIPERS' - 'Clockwork' by Phillip Pullman	Class Text: 'Kensuke's Kingdom' by Michael Morpurgo  'Literacy Shed + VIPERS' - 'Kensuke's Kingdom' by Michael Morpurgo	Class Text: 'A Midsummer's Night's Dream' play script by William Shakespeare/ Lazy Bee Scripts  Preparation for and performance of above script.

## Reading Objectives

Children will:

- Know how to maintain positive attitudes to reading and understanding of what they read by:
  - Knowing how to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Knowing how to read books that are structured in different ways and reading for a range of purposes
  - Knowing how to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
  - Knowing how to recommend books that they have read to their peers, giving reasons for their choices
  - Knowing how to identify and discuss themes and conventions in and across a wide range of writing
  - Knowing how to make comparisons within and across books
  - Knowing a wider range of poetry by heart
  - Knowing how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Know how to understand what they read by:
  - Knowing how to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- Knowing how to ask questions to improve their understanding
- Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Knowing how to predict what might happen from details stated and implied
- Knowing how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Knowing how to identify how language, structure and presentation contribute to meaning
- Know how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Know how to distinguish between statements of fact and opinion
- Know how to retrieve, record and present information from non-fiction
- Know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Know how to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Know how to provide reasoned justifications for their views

### Reading Statement

Children accessing the Year 6 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 6 curriculum will be provided with a reading book which will be selected by the children from our extensive upper key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

Children working within the Year 3 and 4 curricula, will select reading books and books for pleasure from the lower key stage 2 band of books. They will be expected to read across the whole range and will be monitored and continuously assessed as above.

For children not yet able to access the KS2 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Fresh Start' Read, Write, Inc programme. This will include the provision of reading books to match their phonic level, however, these will not be the same as those in KS1; they will be age-appropriate.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 6 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 6 book spine are:

#### Classic Texts

The Hobbit by J R Tolkien  
Tom's Midnight Garden by Philippa Pearce  
Swallows and Amazons by Arthur Ransome  
Journey to the Centre of the Earth by Jules Verne

#### Non Linear Texts

Holes by Louis Sachar  
The Nowhere Emporium by Ross Mackenzie  
Journey to the River Sea by Eva Ibbotson  
Alex Rider; Stormbreaker by Anthony Horowitz

#### Complexity of Narrator

Wonder by RJ Palacio  
Cogheart by Peter Bunzl  
The Eye of the Wolf by Daniel Pannac  
Oranges in No Man's Land by Elizabeth Baird

#### Figurative Texts

In Flanders Field by John McCree  
Jabberwocky by Louis Carroll  
The Lie Tree by Frances Hardinge  
A Monster Calls by Patrick Ness

### Resistant Texts

The Arrival by Shaun Tan

### Non-Fiction

The History Detective Investigates: Mayan Civilization by Claire Hibbert

Victorians (Eyewitness) by Dorling Kindersley

Woeful Second World War by Terry Deary

### Poetry

If by Rudyard Kipling

Charge of the Light Brigade by Alfred Lord Tennyson

## Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

## English Writing

<p>Fiction: Characters and settings work. Diary entry Non-fiction: Newspaper report about the outbreak of war.</p>	<p>Non-fiction: Formal letter from Dr Bryce. Epic Poetry: – The Highway Man.</p>	<p>Non-fiction: Non-chronological report on The Amazon Rainforest.</p>	<p>Non-fiction: Balanced argument – Should Prince Otto give up his heart?</p>	<p>Non-fiction: Persuasive writing- Persuade poachers not to poach on the Island in Kensuke’s Kingdom. Poetry: Haikus</p>	<p>Fiction: A Midsummer Night’s dream play script. Rewrite to personalise for our school. Rehearse and perform.</p>
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### Handwriting

Children will:

- Know how to write legibly, fluently and with increasing speed by:
  - Knowing how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - Knowing how to choose the writing implement that is best suited for a task.

### Grammar

Children will:

- Know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Know how to use passive verbs to affect the presentation of information in a sentence
- Know how to use the perfect form of verbs to mark relationships of time and cause
- Know how to use expanded noun phrases to convey complicated information concisely
- Know how to use modal verbs or adverbs to indicate degrees of possibility
- Know how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Know how to indicate grammatical and other features by:
  - Knowing how to use commas to clarify meaning or avoid ambiguity in writing
  - Knowing how to use hyphens to avoid ambiguity
  - Knowing how to use brackets, dashes or commas to indicate parenthesis
  - Knowing how to use semi-colons, colons or dashes to mark boundaries between independent clauses
  - Knowing how to use a colon to introduce a list and semi colon within a list
  - Knowing how to punctuate bullet points consistently
- Know how to convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
- Know how to use the verb prefixes e.g. dis-, de-, mis-, over- and re-

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  - Knowing how to punctuate bullet points consistently
- Know how to convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
- Know how to use the verb prefixes e.g. dis-, de-, mis-, over- and re-
- Know how words are related by meaning as synonyms and antonyms



<ul style="list-style-type: none"> <li>• Know how words are related by meaning as synonyms and antonyms</li> <li>• Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• Know how to use a range of layout devices</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• Know how to use a range of layout devices</li> </ul>
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### Vocabulary

Year 5 vocabulary plus: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points.

### Spelling

L1 & 2: Special focus 1 Words that contain the letter string - ough L3 & 4: Special focus 3 Homophones L5 & 6: Homophones and other words that are often confused	L1 & 2: Adding suffixes beginning with vowel letters to words ending in -fer. L3 & 4: Silent letters ( <i>silent k, g, l, n</i> ) L5 & 6: Homophones and other words that are often confused	L1 & 2: Special focus 6 Homophones L3 & 4: Silent letters ( <i>silent k, g, l, n</i> ) The <b>ee</b> sound spelt <b>ei</b> L5 & 6: The spellings <b>ei</b> and <b>ie</b>	L1 & 2: Words ending in <b>-ible</b> and <b>-able</b> L3 & 4: Spell some words with 'silent' letters, e.g. knight, psalm, solemn. L5 & 6: Special focus 12 Homophones and other words that are often confused	L1 & 2: Special focus 2 and 4 L3 & 4: Special focus 5 and 7 L5 & 6: Special focus 8 and 11	Revision of taught units.
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### MATHS

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Number: Place Value</b>	<b>Number: Addition, Subtraction,</b>	<b>Number: Decimals</b>	<b>Measurement: Converting Units</b>	<b>Statistics</b>	<b>Themed Projects</b>

<p>L1: know numbers to 10,000 and 100,000. L2: know numbers to a million and ten million. L3: know how to compare and order any number. L4: know how to round numbers to 10, 100 and 1000. L5: know how to round any number. L6: know negative numbers.</p> <p><b>Number: Addition, Subtraction, Multiplication and Division</b></p> <p>L1: know how to add and subtract whole numbers with more than 4 digits. L2: know how to solve multi-step addition and subtraction problems. L3: know how to add and subtract integers. L4: know how to multiply 4-digits by 1-digit. L5: know how to multiply 2-digits by 2-digits (area model).</p>	<p><b>Multiplication and Division</b></p> <p>L13: know prime numbers to 100. L14: know square and cube numbers. L15: know the order of operations.</p> <p><b>Number: Fractions</b></p> <p>L1: know equivalent fractions. L2: know how to simplify fractions. L3: know how to convert from improper fractions to mixed numbers and vice versa. L4: know how to place fractions on a number line. L5: know how to compare and order fractions (denominator and numerator). L6: know how to add and subtract fractions. L7: know how to add and subtract mixed numbers. L8: know how to add and subtract fractions.</p>	<p>L1: know decimals up to 2 decimal places. L2: know how to record numbers to three decimal places. L3: know multiply and divide by 10, 100 and 1000. L4: know multiply and divide decimals by integers. L5: know how to convert decimals to fractions. L6: know how to convert fractions to decimals.</p> <p><b>Number: Percentages</b></p> <p>L1: know how to understand percentages. L2: know how to convert fractions to percentages. L3: know how to find equivalent fractions, decimals and percentages. L4: know how to order fractions, decimals and percentages.</p>	<p>L1: know how to convert between and calculate metric measures. L2: know how to convert between miles and kilometres. L3: know what imperial measures are.</p> <p><b>Measurement: Perimeter, Area and Volume</b></p> <p>L1: know which shapes have the same area. L2: know what area and perimeter are. L3: know how to find the area of a triangle. L4: know how to find the area of a parallelogram. L5: know what volume is (counting cubes). L6: know how to find the volume of a cuboid.</p> <p><b>Number: Ratio</b></p> <p>L1: know how to use ratio language. L2: know how ratio and fractions are connected.</p>	<p>L1: know how to read and interpret line graphs. L2: know how to draw line graphs. L3: know how to illustrate and name parts of a circle. L4: know how to read and interpret pie charts (percentages). L5: know how to draw pie charts. L6: know how to calculate the mean.</p> <p><b>Geometry: Properties of Shape</b></p> <p>L1: know how to measure with a protractor. L2: know how to draw lines and angles accurately. L3: know how to calculate angles on a straight line and around a point. L4: know how to calculate vertically opposite angles. L5: know how to calculate angles in a</p>	
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<p>L6: know how to multiply 3-digits by 2-digits.  L7: know how to multiply a 4-digit number by 2-digit number.  L8: know how to divide 4-digits by 1-digit (including remainders).  L9: know how to use the short division written method.  L10: know how to use the long division written method.  L11: know what factors are.  L12: know what common factors and multiples are.</p>	<p>L9: know how to multiply by integers.  L10: know how to multiply by fractions.  L11: know how to divide fractions by integers.  L12: know how to find fractions of an amount.</p> <p><b>Geometry: Position and Direction</b>  L1: know what the first quadrant and all four quadrants are.  L2: know how to complete translations.  L3: know how to complete reflections.</p>	<p>L5: know how to find a percentage of an amount.  L6: know how to find percentages (missing values).</p> <p><b>Number: Algebra</b>  L1: know how to find a rule (one step and two step).  L2: know how to form expressions.  L3: know how to complete substitution.  L4: know how to form equations.  L5: know how to solve one-step and two-step equations.  L6: know how to find pairs of values.</p>	<p>L3: know what the ratio symbol is and calculate ratio.  L4: know how to use scale factors.  L5: know how to calculate scale factors.  L6: know how to solve ratio and proportion problems.</p> <p><b>Consolidation and Assessment</b></p>	<p>triangle (special cases/missing angles).  L6: know how to calculate angles in special quadrilaterals.  L7: know how to calculate angle sin regular polygons.  L8: know how to draw shapes accurately.  L9: know how to draw nets of 3D shapes.</p> <p><b>Consolidation</b></p>	
<b>VOCABULARY</b>					
<p><b>Number: Place Value</b>  Ten million, millions, thousands, hundreds, tens, ones, zero, greater than, less than, order, round, rounded, negative number, partition, digit, interval, sequence, linear sequence</p>	<p><b>Number: Fractions</b>  Numerator, denominator, proper fraction, improper fraction, factor, highest common multiple, lowest common multiple, equivalents, common numerator, common denominator, decimal equivalent,</p>	<p><b>Number: Decimals</b>  Decimal place, decimal fraction, recurring decimal, equivalent fraction, tenth, sharing, partitioning, exchanging, rounding to 3d.p., hundredth, thousandth, equal to, remainder, grouping</p>	<p><b>Measurement: Converting Units</b>  Mass, gram, kilogram, capacity, volume, millilitre, litre, millimetre, centimetre, metre, kilometre, foot, inch, ounce, pound, stone, pint, gallon</p>	<p><b>Statistics</b>  Bar chart, pictogram, frequency table, tally chart, pie chart, discrete data, continuous data, line graph, sum, difference, comparison, interpret, mean average</p>	

	simplify, simplest form, mixed number, whole number			
<b>Number: Addition, Subtraction, Multiplication and Division</b> Add, total, make, plus, sum, more, altogether, difference, leave, subtract, difference between, less, minus, take away, mentally, orally, column addition, column subtraction, estimate, inverse operation, solve problem, number facts, complex, multiply, groups of , lots of, times, divide, share, remainder, factor, multiple, product, squared, cubed, prime, short multiplication, long multiplication, short division, brackets, BODMAS		<b>Number: Percentages</b> Per cent (%) = out of 100, discount, equivalent fraction, equivalent decimal, convert, compare, order, the whole	<b>Measurement: Perimeter, Area and Volume</b> Squared units (m <sup>2</sup> ), Cubic units (cm <sup>3</sup> ), cuboid, width, length, rectangle, rectilinear, parallelogram, perpendicular height	<b>Geometry: Properties of Shape</b> Angle, right angle, acute, obtuse, reflex, protractor, horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, vertices, apex, radius, diameter, circumference
	<b>Geometry: Position and Direction</b> Translate, translation, reflect, reflection, up, down, right, left, coordinates, quadrant, x-axis, y-axis	<b>Number: Algebra</b> Term to term rule, variable, unknown, expression, equation, formula, one-step equation, two-step equation, substitution, pair of unknowns, enumerate	<b>Number: Ratio</b> Proportion, for every __, there are __, part, whole, scale factor, enlargement, similar shapes, length, width, perimeter	

<b>RE/RSE</b>				
<b>Journey In Love: The wonder of God's love in creating new life.</b>				
PENTECOST 2 Children will...				
LO: I will know that we are made to love and to be loved. I will know how to learn the proper ways in which we show our love for one another and for God.				
<b><u>Physical</u></b> Explain how human life is conceived.	<b><u>Social</u></b>	<b><u>Emotional</u></b>	<b><u>Intellectual</u></b> Understand that God causes new life to begin	<b><u>Spiritual</u></b> Talk about God's plan for us all that includes procreation.

<p>Look at illustrations of the organs of the human body, including male and female reproductive organs.</p> <p>What are the key building blocks to a loving relationship? How does conception take place?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Compile a list of the signs of love expressed in those around us.</p> <p>What does it mean to be patient, kind and never jealous? What does it mean to not be boastful, conceited, and to never seek advantage? What does it mean to not take offence, store up grievances or rejoice at wrongdoing? Explain what it means that love finds joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Reflect on the different degrees of friendship that exists. What are the characteristics of positive respectful relationships? (inc. use of social media) When building relationships online how can we recognise risks such as appropriate images, language and behaviour –and how would we report these? What sorts of boundaries are appropriate in friendships with peers and others inc. in a digital context? If boundaries have been crossed, who do we contact to report this and how do we get advice?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>through the love that parents have for each other.</p> <p>How can we ensure we are contributing to the wellbeing of others and taking steps to avoid the negatives? How would this impact on building positive relationships?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>What happens during the Sacrament of Marriage? How does the Sacrament of Marriage celebrate procreation? How can we discover the presence of God in family and friends? Link to being a Missionary Disciple.</p> <p><b>Pause, reflect and prayer.</b></p>
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**VOCABULARY**

God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus (womb), cervix, fiancé, fiancée, penis, testicle, scrotum, sperm duct, ovary, vagina, conceive, relationship, uterus, cervix, marriage.

**HISTORY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>World War II (WW2).</b></p> <p>L1: Know where to place WW2 on a</p>		<p><b>Mayans.</b></p> <p>L1: Know where to place Mayan</p>		<p><b>The Victorians.</b></p> <p>L1: Know where to place the Victorians on</p>	

<p>timeline; know why the Second World War started.</p> <p>L2/3: Know the key events of WW2 and place these on a timeline (to include Battle of Britain, Dunkirk Evacuation, Pearl Harbour, D Day Landings, the Dambusters-local link-Woodhall Spa Lincolnshire, Atomic bombs)</p> <p>L4: Know what happened to London and other strategic cities across Britain in the Blitz;</p> <p>L5: Know why children were evacuated in WW2 and know where they went and how they were treated.</p> <p>L6: Know why rationing took place in WW2, know which foods were rationed and make comparisons between rationed diet and current diet.</p>		<p>Civilisation on a timeline; know who the ancient Mayan people were, where in the world they lived.</p> <p>L2: Know about the religious beliefs and practices of the ancient Mayan people and what their gods represented to the people.</p> <p>L3: Know a range of foods eaten by the ancient Mayan people; know why certain food were particularly important to them (maize, cacao beans).</p> <p>L4: Know about the ancient Mayan writing and number systems.</p> <p>L5: Know some possible causes for the decline of the ancient Mayans.</p> <p>L6: Know some of the things that still remain from the ancient Mayans and how this was discovered; know that investigations continue to this day.</p>		<p>a timeline; know the key events in the life of Queen Victoria.</p> <p>L2: Know what life was like for rich Victorians.</p> <p>L3: Know what life was like for poor Victorians (Servants, slums and workhouse)</p> <p>L4: Know about schooling in Victorian times; know that some children did not go to school and to know about the jobs they did</p> <p>L5: Know about crime and punishment in the Victorian era.</p> <p>L6: Know that the Victorian era was one of invention and innovation; know some of the Victorian inventions.</p>	
<p>VOCABULARY</p>					

World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, Jerry. invade, occupy, Battle of France, Battle of Britain, The Blitz, Dunkirk, D-Day, Pearl Harbour, VE Day, Luftwaffe, surrender, Munich agreement, Allies, Axis Powers, conscription, air raid, air raid siren, Anderson shelter, evacuation, evacuees, host family, blackout, billeting officer, city, country, telegram, homesick, gas mask, identity card, ration book, rationing, ration book, coupons, Dig for Victory, Lord Woolton, Battle of France, Battle of Britain, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, atomic bomb, spitfire		civilisation, Mesoamerica, civilisation, sacrifice, worship, bloodletting, ritual, Xibalba, upperworld, base 10, base 20, vigesimal number system, hieroglyphs, syllabogram, logogram, codex, codices, cacao, maize, Ahau or Ahaw, tzamna, Conquistadors, Quetzal, obsidian, Chichen Itza, city-state, huipil, kin, Kukulcan, Pre-classic Period, Post-classic Period, stela, Tikal, Tzolk'in, Uinal, Yucatan Peninsula		Victorian, rich, poor, home, school, punishment, invention, servant, slum, workhouse, reign, Empire, inventions, inventors, debtor's [prison, sovereign, privy, slum, Industrial Revolution, monarch, sewers, shilling, telegraph, mill, steam engine, spinning wheel., census, governess, chapel	
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GEOGRAPHY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

	<p><b><u>Rivers-</u></b>  L1: know how the water cycle works and that it is continuous; know how to locate key rivers of the UK including their source and mouth.  L2: know how to locate and name key rivers of the world and some of their features.  L3: know that rivers are split into upper, middle and lower courses and can identify some of the features of each of these.  L4: know how to describe erosion, transportation and deposition and explain the features that this process forms in the river system.  L5: know the different ways that rivers can be used.  L6: know the impact of damming rivers.</p>		<p><b><u>Weathering and Erosion-</u></b>  L1: know what the terms weathering and erosion mean and that these can change the landscape.  L2: know the features of coastlines and how they are formed.  L3: know that water and weather can change coastlines and give an example from the UK.</p> <p><b><u>Trading-</u></b>  L4: know what commodities the UK trades and why.  L5: know who the UK trades with and begin to have an understanding of how Brexit has affected this.  L6: know what Fairtrade is and why this is beneficial.</p>		<p><b><u>North and South America-</u></b>  L1: know how to name and locate some of the countries in North and South America.  L2: know that due to the extent of the area covered by the Americas, the characteristics of different countries and regions vary significantly; be able to give some examples of these, including similarities and differences.  L3: know what a biome is and be able to describe the climates and biomes of different regions across the Americas.  L4: know the human and physical features of Death Valley (USA); plan fieldwork of local area to make comparisons.  L5: Fieldwork trip of the local area.</p>
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					L6: know how to present their findings creatively.
<b>VOCABULARY</b>					
	<p>evaporation, precipitation, condensation, sun, lake, groundwater, wind, sea river, runoff, source, mouth, upper course, middle course, lower course, erosion, transportation, source waterfall, river mouth, meander, lake, delta confluence, reservoir, sediment/silt, industry commerce, recreation agriculture, household community, luxury</p>		<p><b><u>Weathering and Erosion</u></b>  weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion.</p> <p><b><u>Trading</u></b>  Trade, import, export, key, fair trade, Fairtrade, Globalisation, brand, multinational company, supply, British Empire.</p>		<p>North America, South America, continent, country, capital city, physical features, human features, compare, differences, similarities, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome  vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch,</p>

graph.

**COMPUTING**

**ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REINFORCED AND REITERATED THROUGHOUT THE YEAR**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>COMPUTING SYSTEMS AND NETWORKS – Internet communication</p> <p>L1 Know the importance of internet addresses</p> <p>L2 Know how data is transferred across the internet</p> <p>L3 Know how sharing information online can help people to work together</p> <p>L4 Know how to evaluate different ways of working together online</p> <p>L5 Know how we communicate using technology</p> <p>L6 Know how to evaluate different methods of online communication</p>	<p>CREATING MEDIA – Webpage creation</p> <p>L1 Know how to review an existing website and consider its structure</p> <p>L2 Know how to plan the features of a web page</p> <p>L3 Know how to consider the ownership and use of images (copyright)</p> <p>L4 Know how to recognise the need to preview pages</p> <p>L5 Know how to outline the need for a navigation path</p> <p>L6 Know how to recognise the implications of linking to content owned by other people</p>	<p>PROGRAMMING A – Variables in games</p> <p>L1 Know how to define a ‘variable’ as something that is changeable</p> <p>L2 Know how to explain why a variable is used in a program</p> <p>L3 Know how to improve a game by using variables</p> <p>L4 Know how to design a project that builds on a given example</p> <p>L5 Know how to use my design to create a project</p> <p>L6 Know how to evaluate my project</p>	<p>DATA AND INFORMATION – Introduction to spreadsheets</p> <p>L1 Know how to create a data set in a spreadsheet</p> <p>L2 Know how to build a data set in a spreadsheet</p> <p>L3 Know how to explain that formulas can be used to produce calculated data</p> <p>L4 Know how to apply formulas to data</p> <p>L5 Know how to create a spreadsheet to plan an event</p> <p>L6 Know how to choose suitable ways to present data</p>	<p>CREATING MEDIA – 3D modelling</p> <p>L1 Know how to recognise that you can work in three dimensions on a computer</p> <p>L2 Know how to identify that digital 3D objects can be modified</p> <p>L3 Know how to recognise that objects can be combined in a 3D model</p> <p>L4 Know how to create a 3D model for a given purpose</p> <p>L5 Know how to plan my own 3D model</p> <p>L6 Know how to create my own digital 3D model</p>	<p>PROGRAMMING B – Sensing</p> <p>L1 Know how to create a program to run on a controllable device</p> <p>L2 Know how to explain that selection can control the flow of a program</p> <p>L3 Know how to update a variable with a user input</p> <p>L4 Know how to use a conditional statement to compare a variable to a value</p> <p>L5 Know how to design a project that uses inputs and outputs on a controllable device</p> <p>L6 Know how to develop a program to use inputs and outputs on a controllable device</p>
VOCABULARY					
Communication, protocol, data, address,	Website, web page, browser, media,	Variable, change, name, value, set,	Data, collecting, table, structure, spreadsheet,	2D, 3D, shapes, select, move, perspective,	Micro:bit, MakeCode, input, process, output,

Internet Protocol (IP) address, Domain Name Server (DNS), Packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one-way, two-way, one-to-one, one-to-many	Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, hyperlink, evaluate, implication, external link, embed	design, event, design, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share	cell, cell reference, data item, format, formula, calculation, input, output, cells, calculate, operation, range, duplicate, sigma, propose, question, data set, organise, chart, evaluate, results, comparison, questions, software, tools.	view, handles, resize, lift, lower, recolour, rotate, duplicate, group cylinder, placeholder, hollow, choose, combine, construct, evaluate, modify	flashing, USB, trace, condition, if then else, variable, random, selection, input, condition, variable, sensing, accelerometer, value, compass, direction, variable, navigation, design, task, algorithm, variable, step counter, plan, create, code, test, debug
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MUSIC					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>MMC Y6 Unit 1</b> <b>How does music bring us together?</b> L1: Know how to sing and play along to 'Do What You Want To' L2: Know how to listen and respond to 'Fanfare for the Common Man' L3: Know how to sing and play along to 'It's All About Love' L4: Know the style of 'It's All About Love'; know how to create a graphic score to	<b>MMC Y6 Unit 2</b> <b>How does music connect us with our past?</b> L1: Know how to copy back rhythms from memory; know how to create rhythmic answers and patterns using a combination of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests L2: Know how to sing the song 'My Best Friend'; know how to	<b>Ukuleles (Charanga Instruments Tab)</b> L1 (step 1): Know how to hold the ukulele; know how to move the hand/wrist to strum the instrument; know the difference between pluck and strum; know how to begin to strum open string patterns rhythmically and on the beat; know that stringed instruments may need tuning and why L2 (step 2): Know how to pluck open strings;	<b>Ukuleles (Charanga Instrument Tab)</b> L1 (step 6): Know how to swap between the given two chords with increasing confidence L2 (step 7): Know how to sing at the same time as playing (2-chord pieces) L3 (step 8): Know how to play the chord G; know how to swap between the chords C, F and G in a song L4&5: Know how to select and practice	<b>MMC Y6 Unit 4</b> <b>How does music teach us about our community?</b> L1: Know how to listen and respond to 'Let's Rock'; know how to sing and play along to 'Let's Rock' L2: Know how to sing and improvise to 'Let's Rock' L3: Know how to listen and respond to 'Simple Gifts'; know how to sing and play along to 'Simple Gifts'	<b>Y6 End of Year Production (play with music)</b> <ul style="list-style-type: none"> <li>Know how to learn the songs for the show</li> <li>Know how to learn to play the musical parts for the show</li> <li>Know how to learn to use instruments to create sound effects for the show</li> <li>Know how to learn to perform the complete</li> </ul>

<p>represent the theme of the music</p> <p>L5: Know how to sing and play along to 'Sunshine on a Rainy Day'</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by the songs learnt this unit, to include time and key signatures and dynamics</p>	<p>compose and play, either individually or part of a group, a melody to match the backing track for this song</p> <p>L3: Know that the song 'Singing Swinging Star' is in swing style, which is a form of jazz; know how this music connects to the past; know how to listen and respond to this song; know how to sing this song</p> <p>L4: Know how to improve the singing of 'My Best Friend' and 'Singing Swinging Star'; know how to improvise to 'My Best Friend'</p> <p>L5: Know how to listen and respond to 'Roll Alabama'; know that this is a folk song performed in a rock style; know how it connects us to the past; know how to sing 'Roll Alabama'</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by</p>	<p>know how to play the chord of C</p> <p>L3 (step 3): Know how to play the chord of F</p> <p>L4 (step 4): Know how to play clean chords of C and F; know how to swap between these two chords in a song</p> <p>L5 (step 5): Know how to play a clean chord of G7; swap between the chords of G7 and C in a song</p> <p>L6: Know how to play some of the songs already covered in this unit</p>	<p>songs for a performance (including songs which require the player to sing along – can be songs already covered, or suggested additional material)</p> <p>L6: Know how to perform to an audience on the ukulele, including singing along to some songs.</p>	<p>L4: Know how to listen and respond to 'Danny Boy'; know how to sing the song 'Simple Gifts'; know how to compose a short piece to 'Simple gifts', structuring musical ideas and including rising and falling musical shapes (phrases)</p> <p>L5: Know how to listen and respond to 'Friendship Should Never End' and place it in its historical, cultural and global context; learn to sing and play along with this song</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by the songs learnt this unit, to include time and key signatures and dynamics</p>	<p>show, with increasing proficiency</p> <ul style="list-style-type: none"> <li>• Know how to perform for an audience</li> </ul>
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	the songs learnt this unit, to include time and key signatures and dynamics				
<b>VOCABULARY</b>					
Y5 vocabulary + Chord, triad, chord progression	Y5 vocabulary + Chord, triad, chord progression	Y5 vocabulary + Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord	Y5 vocabulary + Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord	Y5 vocabulary + Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord	

<b>ART</b>		
<b>ADVENT – Timeline of Art</b> Children will...	<b>LENT - Clay</b> Children will...	<b>PENTECOST - Photography</b> Children will...
<p>Children to explore different famous artists from the different periods of art and look at examples of their work.</p> <p>Children should produce presentations or booklets about the inspirations, styles and techniques favoured by the artists chosen and be able to talk about the sequence of artistic styles throughout history</p>	<p>L1: Know about Mayan ceramics and be able to describe key features</p> <p>L2: Know how to use their research and observations to create their own design for a clay pot.</p> <p>L3/4: Know how to create a pot using the coil method. Know how to burnish their coil pot and carve in their detailed design</p> <p>L5: Know how to use paint to highlight the detailing on their pot</p> <p>L6: know how to preserve their pot using varnish and create an exhibit style blurb about it.</p>	<p>L1: Know the techniques needed to take a good photograph</p> <p>L2: Know how to make a list of which photographs they want to take to create a memory journal of their time at school.</p> <p>L3: Know which photographs they are going to take and in what style</p> <p>L4: Know how to compile a booklet of their images</p> <p>L5: Know how to annotate their photographs</p> <p>L6: Know how to decorate and finish their Memory Journals to a high standard.</p>
<b>VOCABULARY</b>		

	Ceramic, shape, coil, burnish, smooth, carve, etch, highlight, detail,	Lens, focus, position, pose, natural, shutter, memory, chronology, style
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<b>DT</b>		
ADVENT – <b>Global Food</b> Children will...	LENT - <b>Automata animals</b> Children will...	PENTECOST - <b>Programming Adventures</b> Children will...
<p>L1 Know how to explain where in the world ingredients come from</p> <p>L2 Know how to explain that diets around the world are based on similar food groups</p> <p>L3 Know how to explain why rice is a good staple Food and how to cook it</p> <p>L4 Know how to demonstrate a range of food skills and techniques when preparing and cooking Mexican food.</p> <p>L5 Know how to demonstrate a range of basic and advanced food skills and cooking techniques when preparing and cooking Chinese food.</p> <p>L6 Know how to accurately and mainly independently follow a recipe demonstrating a range of cooking techniques when cooking pretzels</p>	<p>L1 Know how to research ideas about different animals to inform my design.</p> <p>L2 Know how to explain how simple cam mechanisms work.</p> <p>L3 Know how to make a simple mechanism to help me understand cams and select materials according to their functional properties</p> <p>L4 Know how to use research and develop design criteria to inform my design.</p> <p>L5 Know how to build a framework accurately using a wider range of tools and equipment.</p> <p>L6 Know how to evaluate their product, understand and use a mechanical system.</p>	<p>L1 Know how to program and control floor robots.</p> <p>L2 Know how to generate and develop ideas, for an adventure map, through discussion</p> <p>L3 Know how to research a range of materials to see how they impact upon the movement and control of a floor robot.</p> <p>L4 Know how to plan an adventure map</p> <p>L5 Know how to use appropriate materials to create an adventure map.</p> <p>L6 Know how to monitor a floor robot and evaluate their finished product</p>
<b>VOCABULARY</b>		
ingredient, climate, taste, prepare, sensory, world, global, flourish, diet, food groups, Eatwell plate, protein, dairy, carbohydrates, starchy fruit, fat, vegetables, rice, boil, hob, heat source, recipe,	endangered, vulnerable, appearance, habitat, research, design brief, Cam, follower, mechanism, components, mechanical systems,	Floor robot, Bee-Bot, input, output. adventure, map, obstacle, square, background, start, finish, materials, properties, cotton, silk, felt, cardboard, paper, bubble wrap, plastic, plan, evaluate, revise,

staple, storage, handling, nutritional, benefits and measure, Mexican, skills, techniques, basic, fry, grate, dice, chop, slice, hygiene, salsa, guacamole, quesadillas, Chinese, skills, techniques, basic, advanced, bake, crack, dice, chop, peel, grate, slice, roll, hygiene, pretzel, knead, bake, recipe, equipment, ingredients, technique	rotary, linear, convert, motion, guide, follower, mechanism, movement, dwell, snail, egg shaped, eccentric, ellipse, hexagon, round, off centre, offset, design criteria, functional, aesthetic, design features, innovative, research, finished, quality, construction, finish, join, cut, saw, square section wood, hacksaw, vice, corner joints, framework, measure, accurately, smooth, finish, notch, mount, framework, finish, join, cut, saw, prototype, evaluate, peer, feedback, off centre, axle, shaft	joining, stapler, staples, glue, tape, programming, monitoring, evaluating.
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FRENCH					
ADVENT 1 - <b>Where in the World</b> Children will...	ADVENT 2 - <b>Where in the World</b> Children will...	LENT 1 - <b>What's the time?</b> Children will...	LENT 2 - <b>What's the time?</b> Children will...	PENTECOST 1 - <b>Holidays and Hobbies</b> Children will...	PENTECOST 2 - <b>Holidays and Hobbies</b> Children will...
L1: Know how to speak and write sentences about parts of the UK (oral work)	L1: Know how to say and write which continent a country is from; know that 'en' is the correct preposition for continents (oral work)	L1: Know how to say and write a sentence telling the time 9o'clock and half past) (oral work)	L1: Know how to tell the time using quarter past and quarter to. (oral work)	L1: Know the names of the seasons in French; know how to use 'etre' in the present tense. (oral work)	L1: Know how to apply knowledge of countries, transport and family to compose sentences about going on holiday (oral work)
L2: Know how to speak and write sentences about parts of the UK (written work)	L2: Know how to say and write which continent a country is from; know that 'en' is the correct preposition for continents (written work)	L2: Know how to say and write a sentence telling the time (o'clock and half past) (written work)	L2: Know how to tell the time using quarter past and quarter to. (written work)	L2: Know the names of the seasons in French; know how to use 'etre' in the present tense. (written work)	L2: Know how to apply knowledge of countries, transport and family to compose sentences about going on holiday (written work)
L3: Know some of the countries where they speak French; know how to distinguish between masculine and feminine nouns, know how to use the correct	L3: Know at least 10 animals in French;	L3: Know how to use time connectives in sentences to say what time something is happening (oral work)	L3: Know how to read and interpret a school timetable in French. (oral work)	L3: Know how to describe the weather in French (oral work)	L3: Know how to ask and answer the question: 'quell est tom
			L4: Know how to read and interpret a school		

<p>form of a preposition. (oral work)</p> <p>L4: Know some of the countries where they speak French; know how to distinguish between masculine and feminine nouns, know how to use the correct form of a preposition. (written work)</p> <p>L5: Know how to use an English/French dictionary to translate a country name and use the translation in a sentence. (oral work)</p> <p>L6: Know how to use an English/French dictionary to translate a country name and use the translation in a sentence. (Written work)</p>	<p>know how to use the past tense of 'voir' and 'aller' in a sentence (oral work)</p> <p>L4: Know at least 10 animals in French; know how to use the past tense of 'voir' and 'aller' in a sentence (written work)</p> <p>L5: Know how to apply knowledge of animals and continents to compose a sentence about where the animals are from. (oral work)</p> <p>L6: Know how to apply knowledge of animals and continents to compose a sentence about where the animals are from. (written work)</p>	<p>L4: Know how to use time connectives in sentences to say what time something is happening (written work)</p> <p>L5: Know how to ask and answer questions using a TV schedule. (oral work)</p> <p>L6: Know how to ask and answer questions using a TV schedule. (oral work) (written work)</p>	<p>timetable in French. (written work)</p> <p>L5: Know how to tell the time (five minutes and minutes) (oral work)</p> <p>L6: Know how to tell the time (five minutes and minutes) (written work)</p>	<p>L4: Know how to describe the weather in French (written work)</p> <p>L5: Know how discuss the weather in different countries around the world; know whether country nouns are masculine or feminine. (oral work)</p> <p>L6: Know how discuss the weather in different countries around the world; know whether country nouns are masculine or feminine (written work)</p>	<p>sport prefere?'(oral work)</p> <p>L4: Know how to ask and answer the question: 'quell est tom sport prefere?' (written work)</p> <p>L5: Know how to ask and answer a question about hobbies (oral work)</p> <p>L6: Know how to ask and answer a question about hobbies (written work)</p>
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VOCABULARY

<p>Le Royaume – Uni, L'Ecosse, L'Angleterre, Le Pays de Galles, L'Ireland du Nord, la capitale, Quelle est la capitale de la/du, la</p>	<p>Les continents, l'Afrique, L'Antarctique, L'Asie, L'Australasie, L'Europe, L'Amerique du Nord, l'Amerique du Sud, Ile de Ross, le</p>	<p>Quelle heure est-il?, il est, heure, heures, heure et demie je me leve, je mange mon petit dejeuner, je me brosse les dents, je vais</p>	<p>Le quart, mois le quart, la journee scolaire, avant, apres, combine de minutes?</p>	<p>Les saisons, le printemps, l'ete, l'automne, l'hiver, la meteo, quell temps fait-il?, il fait chaud, il fait froid, il fait nuageux, il</p>	<p>Les vacances, le bus, la maman, le papa, le papi, les sports, la gymnastique, le hockey, la lutte, le ski, le tennis, le football, le rugby, la natation,</p>
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France, le Canada, La Cote d'Ivoire, la Belgique, Haiti, Le Mali, La Suisse, La Tunisie, On parle francais au/en/a, l'Equateur, le Kenya, L'Egypte, l'Argentine, La Colombie, L'Inde, nord, sud, vrai, faux	Japon, L'Australie, le Bresil, les animaux, un panda, un lion, un ours polaire, un renne, kangourou, un capybara, un bison, un zebre, un cobra, un jaguar, un pingouin, une baleine, un ours brun, un orag-outan, je suis allee, au zoo, J'ai vu, De quell continent vient –il/elle?	a l'ecole, je mange mon dejeuner, je renter chez moi, je regarde la television, je mange mon diner, je fais mes devoirs, je me couche, Qu'est – ce qui passe a la television?,		fait du vent, il fait du brouillard, il pleut, il neige, il gele, quell temps est prevu pour aujourd'hui? Dans la monde, degres Celsius, le Luxembourg, La Russie, le Danemark, le Portugal, la Chine, le Meique	l'equitation, la course a pied, quell est ton sports prefere?, Mon sports prefere est, combine de personnes preferent...?, les passe-temps, le skateboard, la lecture, la dessin, la danse,
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PE					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>Netball</b> L1: know how to develop passing and moving. L2: know how to use the attacking principle of creating and using space. L3: know how to change direction and lose a defender.</p>	<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>OAA</b> L1: know how to build communication and trust whilst showing an awareness of safety. L2: know how to work as a team to solve problems, sharing ideas and collaborating with one another.</p>	<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>Volleyball</b> L1: know how to develop the fast catch volley. L2: know how to volley the ball using a set shot. L3: know how to develop the dig and understand when to use it.</p>	<p><b>Swimming</b> Children who have not yet achieved the required standard in swimming to continue attending swimming lessons at their appropriate level.</p> <p><b>Hockey</b> L1: know how to develop dribbling to beat a defender. L2: know how to develop sending the ball using a push pass. L3: know how to develop receiving the ball with control.</p>	<p><b>Athletics</b> L1: know how to work collaboratively with a partner to set a steady pace. L2: know how to develop your own and others sprinting technique. L3: know how to develop power, control and technique for triple jump. L4: know how to develop power, control</p>	<p><b>Tennis</b> L1: know how to develop the forehand groundstroke. L2: know how to return the ball using a backhand groundstroke. L3: know how to develop the volley and understand when to use it. L4: know how to develop the volley and use it in a game situation.</p>

<p>L4: know how to defend ball side and know when to go for interceptions. L5: know how to develop the shooting action. L6: know how to use and apply skills and tactics to small-sided games.</p>	<p>L3: know how to develop tactical planning and problem solving. L4: know how to share ideas and work as a team to solve problems. L5: know how to develop navigational skills and map reading. L6: know how to use a key to identify objects and locations.</p>	<p>L4: know how to keep a continuous rally going over the net. L5: know how to develop the underarm serve and learn the rules of serving. L6: know how to apply the rules, skills and tactics learnt to play in a volleyball tournament.</p>	<p>L4: know how to move into space to support a teammate. L5: know how to develop using an open stick (block) tackle and jab tackle to gain possession of the ball. L6: know how to apply the rules and skills you have learnt to play in a hockey tournament.</p>	<p>and technique when throwing for distance. L5: know how to develop throwing with force and accuracy for longer distances. L6: know how to work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>L5: know how to develop accuracy of the underarm serve and learn to use the official scoring system. L6: know how to work co-operatively with a partner and employ tactics to outwit an opponent.</p>
<p><b>Dance</b> L1: know how to copy and repeat a set dance phrase showing confidence in movements. L2: know how to work collaboratively with a partner to explore and develop the dance idea. L3: know how to use changes in level and speed when choreographing. L4: know how to copy and create actions using a prop as a dance stimulus. L5: know how to use choreographing devices to improve how the performance looks.</p>	<p><b>Gymnastics</b> L1: know how to develop the straddle, forward and backward roll. L2: know how to develop counter balance and counter tension. L3: know how to perform inverted movements with control. L4: know how to perform the progressions of a headstand and a cartwheel.</p>	<p><b>Fitness</b> L1: know how to develop an awareness of what your body is capable of. L2: know how to develop speed and stamina. L3: know how to develop strength using my own body weight. L4: know how to develop co-ordination through skipping. L5: know how to perform actions that develop agility. L6: know how to develop control whilst balancing.</p>	<p><b>Yoga</b> L1: know how to develop an understanding of yoga and develop flexibility through the sun salutation flow. L2: know how to develop strength through yoga flows. L3: know how to create your own flow showing quality in control, balance and technique. L4: know how to develop balance through yoga flows. L5: know how to work collaboratively to create a controlled paired yoga flow.</p>	<p><b>Golf</b> L1: know how to develop putting technique and accuracy. L2: know how to develop the technique for chipping. L3: know how to develop technique for a short game. L4: know how to develop the technique for a long game. L5: know how to select the appropriate shot for the situation. L6: know how to design a course and select the appropriate shot for the situation.</p>	<p><b>Cricket</b> L1: know how to develop throwing accuracy and catching skills. L2: know how to develop batting accuracy and directional batting. L3: know how to develop catching (close/ deep catching and wicket keeping). L4: know how to develop overarm bowling technique and accuracy. L5: know how to develop a variety of fielding techniques and to use them within a game. L6: know how to develop long and short</p>

L6: know how to select actions and dynamics to convey different characters.	L5: know how to use flight from hands to travel over apparatus. L6: know how to create a group sequence using formations and apparatus.		L6: know how to create your own yoga flow that challenges technique, balance and control.		barriers and apply them to a game situation.
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### VOCABULARY

<b>Netball</b> Rebound, possession, attack, contact, obstruction, defend, contest, conceding, interception, consecutive, consistently, turnover	<b>OAA</b> Tactical, orienteering, leader, control card, navigation, orientate, critical thinking, location, strategy, co-operatively, symbol, boundaries	<b>Volleyball</b> Control, serve, consistently, return, dig, volley, co-operatively, defensive, opponent, deep, ready position, attack	<b>Hockey</b> Obstruction, conceding, block tackle, trapping the ball, possession, attack, support, interception, job tackle, consistently, bully off, defence	<b>Athletics</b> Technique, control, force, continuous pace, trajectory, stride, momentum, officiate, flight, compete, rotation, transfer of weight	<b>Tennis</b> Ready position, return, serve, outwit, control, opponent, forehand, backhand, volley, co-operatively, continuously
<b>Dance</b> Levels, actions, formation, timing, phrase, performance, expression, unison, posture, dynamics, canon, choreograph, contrast, structure	<b>Gymnastics</b> Momentum, counter balance, aesthetics, formation, synchronisation, stability, inverted, progression, counter tension	<b>Fitness</b> Agility, technique, speed, balance, control, power, generate force, strength, analyse, continuous, stamina, measure, co-ordination, component, record	<b>Yoga</b> Quality, notice, calm, develop, high lunge, fluidity, salutation, transition, practice, collaboratively, connected, aware	<b>Golf</b> Par, putt, drive, chipping, strike, hole, swing, power, consistently, align, bunker, accurately, swing, hazard	<b>Cricket</b> Strike, batting, wicket keeper, fielding, wicket, tracking, consistently, tracking, retrieve, support, obstruction

### PSHE

#### Statements to Live By – Odd numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others.

			L5/6 I try to keep going when things are difficult and not give up hope.		L5/6 I notice that we are the same and we are different.
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**VOCABULARY**

special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
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**PSHE**

**Statements to Live By – Even numbers**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.

**VOCABULARY**

good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept
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**SCIENCE**

<b>ADVENT 1– Animals including Humans (Biology)</b> Children will...	<b>ADVENT 2– Evolution and Inheritance (Biology)</b> Children will...	<b>LENT 1 - Living Things and their Habitats (Biology)</b> Children will...	<b>LENT 2– Electricity (Physics)</b> Children will...	<b>PENTECOST 1– Light (Physics)</b> Children will...	<b>PENTECOST 2– Whizz, Bang, Wallop! (George’s Marvellous Experiments)</b> Children will...
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<p>L1: Know the names of the key organs in the circulatory system and their function.</p> <p>L2: Know the structure of the heart and what heart rate is. Know how heart rate can be measured and affected. (heart dissection lesson available if required)</p> <p>L3: Know about the structure of blood and the functions of the component parts.</p> <p>L4: Know the ways in which nutrients and water are transported within animals and humans.</p> <p>L5/6: Know the impact of diet, exercise, drugs and lifestyle on the way that their bodies function.</p>	<p>L1: Know what extinction is and name some extinct species. Know that fossils provide information about living things. Know that animals and plants have changed over time.</p> <p>L2: Know who Charles Darwin was and his significance. Know Darwin's theory of Evolution.</p> <p>L3: Know what natural selection is and how this promotes adaptation.</p> <p>L4: Know how some plants have adapted to a changing or different environment</p> <p>L5: Know what genetic mutation is and how this affects future generations. Know how to explain the principle of 'survival of the fittest'.</p>	<p>L1: Know how living things are classified into broad groups; common observable features, similarities and differences. – specifically leaves and some animals</p> <p>L2: Know how to use a classification key; know how to use a key to group mini-beasts</p> <p>L3: Know why scientists classify things; know how to use the Linnaeus classification to classify some animals.</p> <p>L4: Know how to research an animal so that it can be classified</p> <p>L5: Know what a microorganism is and how some can be bad for us.</p> <p>L6: Know what bacteria is and how it can link to food poisoning.</p>	<p>L1: Know the link between the brightness of a lamp and the volume of a buzzer with the voltage being applied. Know the effects of 'overloading' a circuit.</p> <p>L2: Know what a symbol is. Know how to draw a circuit diagram using component symbols.</p> <p>L3: Know how to use their knowledge to repair a broken circuit. Know how to identify a problem in a faulty circuit.</p> <p>L4: Know the impact of the length and thickness of the wires in a circuit. Know how to devise a fair test to answer a question.</p> <p>L5: Know whether number &amp; voltage of the cells in a simple circuit affect the brightness of bulbs, the loudness of</p>	<p>L1: Know that light appears to travel in straight lines.</p> <p>L2: Know how to use the idea of light travelling in straight lines to explain that objects are seen because they give out, or reflect, light into the eye. Know what a periscope is.</p> <p>L3: Know about the structure of the eye and the function of the constituent parts. Know that signals from the eye connect with the brain to enable us to see.</p> <p>L4: Know how to explain why shadows have the same shape as the objects that cast them.</p> <p>L5/6: Know what happens to light in water. Know what refraction is. Know that light changes direction</p>	<p>L1: Know how to make delicious crunchy candy crystals (p.40)</p> <p>L2: Know how to make worms wiggle (p.44)</p> <p>L3: Know how to find colours in cabbage (p.48)</p> <p>L4: Know how to make a simple magnetic car (p.30)</p> <p>L5: Know how to make a sonic blaster (p.18)</p>
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	L6: Know what inheritance means in regards to evolution. Know that characteristics are passed through genes which are segments of DNA		buzzers or the speed of motors. Know how to present their findings.  L6: Know what 'series' and 'parallel' mean in relation to circuits. Know the differences between series and parallel circuits. Know how to build simple series and parallel circuits to solve problems	when moving through different mediums. Know how rainbows are formed.	
<b>VOCABULARY</b>					
Heart, pulse, rate, pumps, blood, blood vessel, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle	Offspring, sexual reproduction, vary, variation, characteristics, suited, adapted, environment, inherited, species, fossils, adaptation, acquired characteristic, inherited characteristic, gene, natural selection, artificial selection.	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering, bacteria, micro-organism, spore	Bulb, cell, battery, wire, buzzer, motor, conduct, switch, circuit, insulate, bright, conductor, insulator, dim, lamp, voltage, components, loudness, noise, diagram, symbol	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, refraction, medium, dense	plan variables measurements accuracy precision, prediction, hypothesis, investigate, comparative test, support, refute ideas or arguments identify, classify and describe patterns systematic quantitative measurements