

Year 6 Curriculum Map

Subjects	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	World's Workshop	World's Workshop	Kingdoms of Earth	A Changing World	Light, Camera, Action	
WOW Moment	Oliver	Victorian Day DT Fair	World Map Lifeskills		Movies	Viking Day
Literacy	Poetry anthology – different types of poems Adventure Stories – Wolves in the Walls Autobiographies/ Biographies – famous Victorian	Mystery Stories – Sherlock Holmes Persuasion – linked to DT Fair	Longer Multi chapter story – Barrowquest Journalistic – Poetry - personification and performance	Graffiti – range of genres Creative Writing	Movie - play script, advertising, speech etc – range of genres	How to Train your Dragon Time Slip Stories Discussion
Science	Forces	Electricity	Living World - classification	Adaptation and Evolution	Light Irreversible Changes	Micro organisms
ICT	Internet Safety Research PowerPoint	Spreadsheets Research PowerPoint	Flowol	Scratch Coding Project Espresso Coding	Camera – filming and editing	Espresso Coding
History	Significant point in British History – Industrial Revolution	Significant point in British History – Industrial Revolution			History of film/ entertainment	Vikings
Geography			Climate Zones	Environmental		

			and landscapes	issues		
RE	Art in Religion	Art in Religion Christmas	The Journey Of Life	Hope & Despair Easter	Heroes and Leaders	Heroes and Leaders
Art	L S Lowry	William Morris	Landscape Artists	Graffiti Artwork	Andy Warhol	
DT		Christmas – calendars Sewing – Stockings/decorations Cooking – Christmas Muffins	Globes	Shelters (block)	Walk of fame star, Oscar	Cooking - Pizza
Spanish	Recap basics	Clothes	Places – in a town	Places - directions	Travelling	Letters
Music	Oliver – performing and composing	Benjamin Britton – A New Year’s Carol	Livin’ on a Prayer	Fresh Prince of Bel Air	Reflect Rewind and Replay	Make You Feel My Love
PSHE	New Beginnings All about me – learning styles School Council Behaviour Charter	Barriers To Friendship	Going For Goals Life skills Forest Schools	Good To Be Me Forest Schools Sex Education	Relationships	Transition Drugs Education
PE	Swimming Dance	Swimming Team Game – netball/hockey/ football	Goal Ball Gymnastics? Forest Schools	Goal Ball TBall Forest Schools	Athletics Cricket	Athletics Rounders

Residential Trip – at some point in school year

TOPIC PLANNING FOR YEAR 6

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ SKILLS
TERM 1 The World's Workshop - The Victorians/ period of significant change	Science - Forces (Year 5)	<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. 	<ul style="list-style-type: none"> • I can ask questions and think of ways to find out the answer. • I can use my observations and knowledge to explain the answers to questions. • I can use examples of Science in the real world to explain my answers. • I can use variables to form questions. • I can say if a question has a clear cut answer or not.
	ICT - Multi media Presentations/ Searching Internet	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • I can create a presentation of my choice. • I can add animation and sound from clip art to my presentation. • I can add different styles of text and colour to my presentation to make it exciting. • I can share my presentation with an audience of friends and talk about it. • I can say why the information I found in a search is good, useful or not.
	ICT - Cybersafety	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 	<ul style="list-style-type: none"> • Internet Safety: I visited the 'Searching the internet' adventure and answered the questions correctly.
http://www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx • Chat room Safety: I visited the Chat room and answered the questions correctly

			<ul style="list-style-type: none"> • E-Mail Safety: I visited the Email adventure and answered the questions correctly. • Instant Messaging Safety: I visited the Instant message adventure and answered the questions correctly. • On-Line Forum Safety: I visited the ON-line forum and answered the questions correctly. • SMS Texting Safety: I visited the SMS texting adventure and answered the questions. • I can demonstrate how to be safe on the Internet
	PE - Swimming	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively such as front crawl, backstroke and breaststroke • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Can swim 25 m • Competent on front • Competent on back • Competents with breast stroke • Gained survival skills (Survival 1 or 2) • Developed stamina • Developed stroke technique • Good general safety and awareness • Can tread water
	PE - Dance	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Show free improvisation using a range of controlled movements and patterns • Respond to an accompaniment by creating and communicating a dance idea • Recognise and identify different types of exercise that will complement their dancing • Understand how costume, music and set can enhance a dance performance • Work creatively, on their own, in pairs and small groups • Perform, expressively, sensitively, fluently and with control • Use different visual images as inspiration for composing and performing dance • Devise, adapt and refine a performance for a specific audience using appropriate criteria • Talk about dance using appropriate language and terminology

History - The Industrial Revolution	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • is a significant turning point in British history, e.g. the first railways or the Battle of Britain 	<ul style="list-style-type: none"> • Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them • Recognise features of periods and societies studied • Recognise cultural, religious and ethnic diversity of societies • Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied • Recognise that the past is represented and interpreted in different ways, and give reasons for this • Use and evaluate a range of sources • Ask and answer questions • Record information relevant to the focus of the enquiry • Recall, select and organise and communicate historical information in a variety of ways
Geography	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • To use atlases and globes and maps and plans at a range of scales
Art and Design - Lowry	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about great artists, architects and designers in history. (Lowry) 	<ul style="list-style-type: none"> • Explore ideas and select visual and other information to develop their work, taking account of the purpose • Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques • Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose • Use different stimuli as a starting point (artist, theme, picture) • Explore a theme through mediums and materials • Create finished pieces of artwork • Explore styles and techniques • Recreate work of a known artist • Explore artists influences
Music - Oliver	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> • Performs significant parts from memory, with awareness of their own contributions. • Performs solo and lead others from notation.

		<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Compose melodic and rhythmic phrases as part of a group progressing to given structures. Analyse and compare musical features. Refine and improve their work, commenting on how intentions have been achieved. Use a variety of notation. Compose music for different occasions. Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
	RE - Art through Religion	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within a faith tradition Use a wide range of terminology correctly to explain some knowledge and understanding in detail Explain clearly and respond to the experiences of inspirational people Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
	Spanish - Clothing	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	
TERM 2 The World's Workshop - The Victorians/ period of	Science - Electricity	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of 	<ul style="list-style-type: none"> In my investigations; I can say what I will keep the same. I can say what I will measure. I can say what I will change. I can choose the appropriate variables. I can use these variables throughout my investigations. I can make predictions based on scientific knowledge.

significant change		<p>buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram. 	
	ICT - Multi media Presentations/ Searching Internet	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • I can create a presentation of my choice. • I can add animation and sound from clip art to my presentation. • I can add different styles of text and colour to my presentation to make it exciting. • I can share my presentation with an audience of friends and talk about it. • I can say why the information I found in a search is good, useful or not.
	ICT - Spreadsheets	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	ICT - Cybersafety	<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 	<ul style="list-style-type: none"> • Internet Safety: I visited the 'Searching the internet' adventure and answered the questions correctly.
http://www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx • Chat room Safety: I visited the Chat room and answered the questions correctly • E-Mail Safety: I visited the Email adventure and answered the questions correctly. • Instant Messaging Safety: I visited the Instant message adventure and answered the questions correctly. • On-Line Forum Safety: I visited the ON-line forum and answered the questions correctly. • SMS Texting Safety: I visited the SMS texting adventure and answered the questions. • I can demonstrate how to be safe on the Internet
	PE - Football	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> • Perform skills with greater speed and accuracy • Use marking, tackling and/or interception to impose defending

		<ul style="list-style-type: none"> play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Know the position they are playing in and how to contribute when attacking and defending Understand the need for different tactics and choose and use these tactics effectively Know the importance and types of fitness and how playing games contributes to a healthy lifestyle
PE - Swimming		<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively such as front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> Can swim 25 m Competent on front Competent on back Competents with breast stroke Gained survival skills (Survival 1 or 2) Developed stamina Developed stroke technique Good general safety and awareness Can tread water
History - Social Changes in Victorian Times		<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ie a significant turning point in British history, e.g. the first railways or the Battle of Britain 	<ul style="list-style-type: none"> Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them Recognise features of periods and societies studied Recognise cultural, religious and ethnic diversity of societies Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied Recognise that the past is represented and interpreted in different ways, and give reasons for this Use and evaluate a range of sources Ask and answer questions Record information relevant to the focus of the enquiry Recall, select and organise and communicate historical information in a variety of ways
Geography		<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> To use atlases and globes and maps and plans at a range of scales

<p>Art and Design - Morris</p>	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • 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 • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. (William Morris) 	<ul style="list-style-type: none"> • Explore ideas and select visual and other information to develop their work, taking account of the purpose • Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques • Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose • Use different stimuli as a starting point (artist, theme, picture) • Explore a theme through mediums and materials • Create finished pieces of artwork • Explore styles and techniques • Recreate work of a known artist • Explore artists influences
<p>Music - Britton's A New Year Carol</p>	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music. • • Find the pulse whilst listening using movement - internalise the pulse. • • Understand the pulse and its role as the foundation of music, every piece of music • has a pulse, a different pulse. • • Build on using correct musical language to suit the style of music they are learning • about. • • Confidently recognise different instruments. • • Confidently recognise and explore many varied musical styles and traditions and • their basic style indicators. • • Continue to develop an understanding of the history and context of music. • • Using the correct musical language, discuss confidently feelings and • emotions/like and dislikes, that are linked to music. • • Appropriately discuss the other dimensions of music and build on the depth of • their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> • Performs significant parts from memory, with awareness of their own contributions. • Performs solo and lead others from notation. • Compose melodic and rhythmic phrases as part of a group progressing to given structures. • Analyse and compare musical features. • Refine and improve their work, commenting on how intentions have been achieved. • Use a variety of notation. • Compose music for different occasions. • Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
<p>RE - Art through</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within

	Religion		<p>a faith tradition</p> <ul style="list-style-type: none"> • Use a wide range of terminology correctly to explain some knowledge and understanding in detail • Explain clearly and respond to the experiences of inspirational people • Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
	Spanish - Clothing	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • • speak in sentences, using familiar vocabulary, phrases and basic language structures • • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	
TERM 3 Adventure Island - Environmental Issues and climate	Science - Living Things (Classification)	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> • I can select appropriate equipment and explain my choices. • I can explain and write my method. • I can use equipment correctly and safely. • I can describe how to keep myself and others safe, and follow this advice.
	ICT - Control Flowol	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • I can write procedures using control language: if, then, wait, repeat etc. • I can use a control box and fix "inputs" and "outputs" into it to work. • I can model my traffic light procedure above, on a computer screen. • I can use light and temperature sensors to log data over time and graph these results. • I can make a burglar alarm using a pressure pad and explain how this works. • I can control a pretend light house so that the light comes on when it is getting dark and an alarm sounds

			<p>if there is danger.</p> <ul style="list-style-type: none"> I can make a procedure for a set of traffic lights e.g. output on / off.
	PE - Gymnastics	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics 	<ul style="list-style-type: none"> Perform increasingly difficult combinations Work with a partner or small group to practise and refine a sequence Create and perform a longer, fluent sequence using planned variation and contrasts in action and speed Understand how to improve their own health and fitness Evaluate their own and others' performances, explaining how the sequence is formed using appropriate technology
	PE - Goal Ball	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Perform skills with greater speed and accuracy Use marking, tackling and/or interception to impose defending Know the position they are playing in and how to contribute when attacking and defending Understand the need for different tactics and choose and use these tactics effectively Know the importance and types of fitness and how playing games contributes to a healthy lifestyle
	Geography - Physical Geography/climate zones	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes Collect and record evidence Analyse evidence and draw conclusions Identify and explain different views Communicate in appropriate ways and explain views To use appropriate geographical vocabulary To use appropriate field work techniques and instruments To use atlases and globes and maps and plans at a range of scales To use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways

			<ul style="list-style-type: none"> • To draw maps and plans at a variety of scales • To use and select ICT to help in geographical investigations • Decision making skills • Show a better developed understanding of the links between cause and effect
	<p>Design Technology - Shelters</p>	<ul style="list-style-type: none"> • Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Make • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors 	<ul style="list-style-type: none"> • Draw on and use various sources of information, including ICT based sources. • Clarify ideas. Generate and clarify ideas for products, considering intended purpose. • Develop, explain and record ideas clearly. • Plan what they have to do, suggesting a sequence of actions and alternatives if needed. • Work from detailed plans. • Communicate design ideas in different ways as these develop, considering use and purpose. • Select appropriate tools and techniques. • Suggest alternative ways of making their product, if first attempts fail. • Explore the qualities of materials and how to use materials and processes. • Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with precision. • Refine finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. • Check work as it develops and modify. • Test and evaluate products and information sources.

		<ul style="list-style-type: none"> • apply their understanding of computing to programme, monitor and control their products. 	
	Art and Design - landscapes	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • 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 	<ul style="list-style-type: none"> • Explore ideas and select visual and other information to develop their work, taking account of the purpose • Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques • Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose • Explore a theme through mediums and materials • Create finished pieces of artwork • Explore styles and techniques
	Music - Livin on a Prayer	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music. • • Find the pulse whilst listening using movement - internalise the pulse. • • Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse. • • Build on using correct musical language to suit the style of music they are learning about. • • Confidently recognise different instruments. • • Confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • • Continue to develop an understanding of the history and context of music. • • Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music. • • Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> • Performs significant parts from memory, with awareness of their own contributions. • Performs solo and lead others from notation. • Compose melodic and rhythmic phrases as part of a group progressing to given structures. • Analyse and compare musical features. • Refine and improve their work, commenting on how intentions have been achieved. • Use a variety of notation. • Compose music for different occasions. • Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
	RE -The Journey of Life	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within

			<p>a faith tradition</p> <ul style="list-style-type: none"> • Use a wide range of terminology correctly to explain some knowledge and understanding in detail • Explain clearly and respond to the experiences of inspirational people • Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
	Spanish - Places in a town	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • • speak in sentences, using familiar vocabulary, phrases and basic language structures • • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	
TERM 4 Adventure Island - Environmental Issues and climate	Science - Evolution and Inheritance	<ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> • I can make accurate and relevant observations and measurements. • I can choose the range and intervals needed to present my data. • I can decide the correct way to show my data accurately.
	ICT - Control Scratch and Espresso Coding	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • I can write procedures using control language: if, then, wait, repeat etc. • I can use a control box and fix "inputs" and "outputs" into it to work. • I can model my traffic light procedure above, on a computer screen. • I can use light and temperature sensors to log data over time and graph these results. • I can make a burglar alarm using a pressure pad and explain how this works. • I can control a pretend light house so that the light

			<p>comes on when it is getting dark and an alarm sounds if there is danger.</p> <ul style="list-style-type: none"> I can make a procedure for a set of traffic lights e.g. output on / off.
PE - Goal Ball and T Ball	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Perform skills with greater speed and accuracy Use marking, tackling and/or interception to impose defending Know the position they are playing in and how to contribute when attacking and defending Understand the need for different tactics and choose and use these tactics effectively Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	
Geography - climate changes and land use	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes Collect and record evidence Analyse evidence and draw conclusions Identify and explain different views Communicate in appropriate ways and explain views To use appropriate geographical vocabulary To use appropriate field work techniques and instruments To use atlases and globes and maps and plans at a range of scales To use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways To draw maps and plans at a variety of scales To use and select ICT to help in geographical investigations Decision making skills Show a better developed understanding of the links between cause and effect 	
Music - Fresh	<ul style="list-style-type: none"> Listen with direction to a wide range of high-quality music. Find the pulse whilst listening using movement - internalise 	<ul style="list-style-type: none"> Performs significant parts from memory, with awareness of their own contributions. 	

Prince Of Bel Air		<p>the pulse.</p> <ul style="list-style-type: none"> • • Understand the pulse and its role as the foundation of music, every piece of music • has a pulse, a different pulse. • • Build on using correct musical language to suit the style of music they are learning about. • • Confidently recognise different instruments. • • Confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • • Continue to develop an understanding of the history and context of music. • • Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music. • • Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> • Performs solo and lead others from notation. • Compose melodic and rhythmic phrases as part of a group progressing to given structures. • Analyse and compare musical features. • Refine and improve their work, commenting on how intentions have been achieved. • Use a variety of notation. • Compose music for different occasions. • Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
RE - Hope and Despair/Easter		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within a faith tradition • Use a wide range of terminology correctly to explain some knowledge and understanding in detail • Explain clearly and respond to the experiences of inspirational people • Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
Spanish - Directions		<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • • speak in sentences, using familiar vocabulary, phrases and basic language structures • • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar 	

		words and phrases*	
TERM 5 Lights Camera Action - social history/fil m and entertainm ent in 20th Century	Science - Light	<ul style="list-style-type: none"> • understand that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • □ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. 	<ul style="list-style-type: none"> • I can explain what was happening in my investigations and use my results as evidence. • I can use my scientific knowledge to explain what was happening. • I can identify patterns in my results and explain any odd results.
	Science - Changing Materials	<ul style="list-style-type: none"> • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> • I can explain what was happening in my investigations and use my results as evidence. • I can use my scientific knowledge to explain what was happening. • I can identify patterns in my results and explain any odd results.
	ICT - Movie Making	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can use the zoom and explain how the lens works. • I can connect the camera to the computer and download my film. • I can name my clip and play it on the computer. • I can drag and order clips in the editing window. • I can edit clips, trim them, add text, change the size and colour of text. • I can add an "OPENING TITLE", "THE END" and "END CREDITS". • I can add special effects and transitions to my movie. • I can add different forms of audio and export my finished movie to a cd-rom / dvd or internet.
	PE - Cricket /Rounders	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, 	<ul style="list-style-type: none"> • Perform skills with greater speed and accuracy • Use marking, tackling and/or interception to impose defending • Know the position they are playing in and how to

		<p>rounders and tennis, and apply basic principles suitable for attacking and defending</p>	<p>contribute when attacking and defending</p> <ul style="list-style-type: none"> • Understand the need for different tactics and choose and use these tactics effectively • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle
History - History of Films	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • For example: • changes in an aspect of social history, such as entertainment in the 20th Century 	<ul style="list-style-type: none"> • Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them • Recognise features of periods and societies studied • Recognise cultural, religious and ethnic diversity of societies • Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied • Recognise that the past is represented and interpreted in different ways, and give reasons for this • Use and evaluate a range of sources • Ask and answer questions • Record information relevant to the focus of the enquiry <p>Recall, select and organise and communicate historical information in a variety of ways</p>	
Art and Design - Popart/Movie Artefacts	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about great artists, architects and designers in history. (Warhol) 	<ul style="list-style-type: none"> • Explore ideas and select visual and other information to develop their work, taking account of the purpose • Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques • Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose • Use different stimuli as a starting point (artist, theme, picture) • Explore a theme through mediums and materials • Create finished pieces of artwork • Explore styles and techniques • Recreate work of a known artist • Explore artists influences 	

	<p>Music - Reflect, Rewind and Replay</p>	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music. • • Find the pulse whilst listening using movement - internalise the pulse. • • Understand the pulse and its role as the foundation of music, every piece of music • has a pulse, a different pulse. • • Build on using correct musical language to suit the style of music they are learning • about. • • Confidently recognise different instruments. • • Confidently recognise and explore many varied musical styles and traditions and • their basic style indicators. • • Continue to develop an understanding of the history and context of music. • • Using the correct musical language, discuss confidently feelings and • emotions/like and dislikes, that are linked to music. • • Appropriately discuss the other dimensions of music and build on the depth of • their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> • Performs significant parts from memory, with awareness of their own contributions. • Performs solo and lead others from notation. • Compose melodic and rhythmic phrases as part of a group progressing to given structures. • Analyse and compare musical features. • Refine and improve their work, commenting on how intentions have been achieved. • Use a variety of notation. • Compose music for different occasions. • Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
	<p>RE - Heroes and Leaders</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within a faith tradition • Use a wide range of terminology correctly to explain some knowledge and understanding in detail • Explain clearly and respond to the experiences of inspirational people • Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
	<p>Spanish - Travelling</p>	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • • speak in sentences, using familiar vocabulary, phrases and basic language structures • 	

		<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	
TERM 6	Science - Drugs and Bugs (Microorganisms)	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<ul style="list-style-type: none"> I can explain how people use Science in their jobs. I can understand how different people might be affected by new scientific ideas. I can explain my opinion of different uses of Science
	ICT - Multimedia Presentations/ Searching Internet	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> I can create a presentation of my choice. I can add animation and sound from clip art to my presentation. I can add different styles of text and colour to my presentation to make it exciting. I can share my presentation with an audience of friends and talk about it. I can say why the information I found in a search is good, useful or not.
	PE - Rounders	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Perform skills with greater speed and accuracy Use marking, tackling and/or interception to impose defending Know the position they are playing in and how to contribute when attacking and defending Understand the need for different tactics and choose and use these tactics effectively Know the importance and types of fitness and how playing games contributes to a healthy lifestyle
	PE - Athletics	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics 	<ul style="list-style-type: none"> Choose the best pace for a running event, in order to sustain running and improve their personal target Show control and power in take-off and landing activities Show accuracy and good technique when throwing for distance Organise and judge events and challenges well Identify activities that help develop stamina or power and suggest how some can be used in other types of activities

			<ul style="list-style-type: none"> Identify parts of a partner's performance that need to be practised and refined to suggest improvements
History - Vikings	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 		<ul style="list-style-type: none"> Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them Recognise features of periods and societies studied Recognise cultural, religious and ethnic diversity of societies Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied Recognise that the past is represented and interpreted in different ways, and give reasons for this Use and evaluate a range of sources Ask and answer questions Record information relevant to the focus of the enquiry Recall, select and organise and communicate historical information in a variety of ways
Design Technology - Pizza Making	<ul style="list-style-type: none"> Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 		<ul style="list-style-type: none"> Draw on and use various sources of information, including ICT based sources. Clarify ideas. Generate and clarify ideas for products, considering intended purpose. Develop, explain and record ideas clearly. Plan what they have to do, suggesting a sequence of actions and alternatives if needed. Work from detailed plans. Communicate design ideas in different ways as these develop, considering use and purpose. Select appropriate tools and techniques. Suggest alternative ways of making their product, if first attempts fail. Explore the qualities of materials and how to use materials and processes. Measure, mark, cut out and shape a range of materials and assemble, join and combine components

		<ul style="list-style-type: none"> • Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work individuals in design and technology • understand how key events and have helped shape the world 	<p>and materials with precision.</p> <ul style="list-style-type: none"> • Refine finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. • Check work as it develops and modify. • Test and evaluate products and information sources.
	Music - End of Year Performances	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	
	Music - Make Me Feel Your Love	<ul style="list-style-type: none"> • Listen with direction to a wide range of high-quality music. • • Find the pulse whilst listening using movement - internalise the pulse. • • Understand the pulse and its role as the foundation of music, every piece of music • has a pulse, a different pulse. • • Build on using correct musical language to suit the style of music they are learning • about. • • Confidently recognise different instruments. • • Confidently recognise and explore many varied musical styles and traditions and • their basic style indicators. • • Continue to develop an understanding of the history and context of music. • • Using the correct musical language, discuss confidently feelings and • emotions/like and dislikes, that are linked to music. • • Appropriately discuss the other dimensions of music and build on the depth of • their meaning as the Key Stage progresses. 	<ul style="list-style-type: none"> • Performs significant parts from memory, with awareness of their own contributions. • Performs solo and lead others from notation. • Compose melodic and rhythmic phrases as part of a group progressing to given structures. • Analyse and compare musical features. • Refine and improve their work, commenting on how intentions have been achieved. • Use a variety of notation. • Compose music for different occasions. • Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
	RE - Heroes and Leaders	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Explain what it means to belong to a religion and some differences in beliefs, practices and teachings within a faith tradition • Use a wide range of terminology correctly to explain some knowledge and understanding in detail

			<ul style="list-style-type: none"> • Explain clearly and respond to the experiences of inspirational people • Explain clearly and respond to questions of meaning and purpose and to moral issues with reasoned argument
	Spanish - Writing Letters	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • • speak in sentences, using familiar vocabulary, phrases and basic language structures • • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	
At Some Point in Year	PE - Residential	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • Find solutions to problems and challenges • Prepare physically and organisationally for challenges they are set, taking into account group safety • Identify and respond to events as they happen • Evaluate effective responses and solutions