



**Curriculum Overview Yearly Plan – Year 6 – 2024/25**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reading</b>						
<b>Writing</b>	Poetry Persuasive Leaflet Diary Entry Action Narrative		Informal Letter Persuasive Argument Flashback Narrative Non-chronological Report		Formal Letter Persuasive Advertisement Playscript Performance Poetry	
<b>Maths</b>  Following White Rose	Number: Place Value Number: Addition, subtraction, multiplication and division Number: Fractions A Number: Fractions B Measurement: Converting units		Number: Ratio Number: Algebra Number: Decimals Number: Fractions, Decimals and Percentages Measurement: Area, perimeter and volume Statistics		Geometry: Shape Geometry: Position and direction Financial Capability Problem Solving Money	
<b>History</b>  Following <a href="#">Kapow</a>	<a href="#">Ancient Maya Civilisation</a> How did the Maya civilisation compare to the Anglo-Saxons? -Describe the key physical features of the Maya civilisation. -Sequence the key periods in the Maya civilisation. -Identifying periods that were happening in Britain at the same time. -Name the features of the rainforest. -Explain the challenges facing the Maya in the rainforest. -Explain how the Maya settled in the rainforest. -Name the features of Maya houses. -Identify the similarities and differences between Maya and Anglo-Saxon houses. -Explain the Maya creation story. -Identify the characteristics of important gods or goddesses.		<a href="#">World War 2</a> What was the impact of World War 2 on the people of Britain? -Identify the causes of World War 2. -Identify the different phases in the Battle of Britain. -Make inferences and deductions about a photograph. -Describe how children may have felt when evacuated. -Evaluate the accuracy and reliability of sources. -Describe the impact WW2 had on women’s lives		<a href="#">History of our Local Area</a> What does the census tell us about our local area? -Identify the type of information the census gives about people. -Use the census to make inferences about people from the past, providing supporting evidence for their statements. -Make observations from the census and identify changes between periods of time. -Identify the dangers of working in a textile mill. -Create questions to identify the thoughts and feelings of a Victorian working child. -Identify the key events of Mary’s life and interpret her thoughts and feelings.	

	<ul style="list-style-type: none"> <li>-Make deductions about cities.</li> <li>-Name the features of Maya cities.</li> <li>-Create a plan of a Maya city, including the main features.</li> <li>-Explain the reasons for the decline of the Maya civilisation.</li> <li>-Evaluate the reasons for the decline of the Maya civilisation.</li> <li>-Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</li> </ul>		<ul style="list-style-type: none"> <li>-Extract information from the census to recreate the lives of people who lived in a household from the local area.</li> <li>-Extract information from the census and decide whether a family was rich or poor.</li> <li>-Describing change throughout time.</li> </ul>
<p><b>Geography</b></p> <p>Following <a href="#">Kapow</a></p>	<p><u><a href="#">Why does population change?</a></u></p> <ul style="list-style-type: none"> <li>-Identify the most densely and sparsely populated areas.</li> <li>-Describe the increase in global population over time.</li> <li>-Begin to describe what might influence the environments people live in.</li> <li>-Define birth and death rates, suggesting what may influence them.</li> <li>-Define migration, discussing push and pull factors.</li> <li>-Explain why some people have no choice but to leave their homes.</li> <li>-Describe the causes of climate change, explaining its impact on the global population.</li> <li>-Suggest an action they can take to fight climate change.</li> <li>-Calculate the length of a route to scale.</li> <li>-Follow a selected route on an OS map.</li> <li>-Use a variety of data collection methods, including using a Likert scale.</li> <li>-Collect information from a member of the public.</li> <li>-Create a digital map to plot and compare data collected from two locations.</li> <li>-Suggest an idea to improve the environment.</li> </ul>	<p><u><a href="#">Where does our energy come from?</a></u></p> <ul style="list-style-type: none"> <li>-Give examples of issues in the local area.</li> <li>-Identify questions to be asked to find the relevant data.</li> <li>-Justify which data collection method is most suitable.</li> <li>-Design an accurate data collection template.</li> <li>-Identify areas along a route that are best for data collection.</li> <li>-Discuss how to mediate potential risks.</li> <li>-Collect data at points located on an OS map.</li> <li>-Manage risks during a fieldwork trip.</li> <li>-Identify any outcomes from data collected.</li> <li>-Map data digitally.</li> <li>-Describe the enquiry process.</li> </ul>	<p><u><a href="#">Can I carry out an independent fieldwork enquiry?</a></u></p> <ul style="list-style-type: none"> <li>-Give examples of issues in the local area.</li> <li>-Identify questions to be asked to find the relevant data.</li> <li>-Justify which data collection method is most suitable.</li> <li>-Design an accurate data collection template.</li> <li>-Identify areas along a route that are best for data collection.</li> <li>-Discuss how to mediate potential risks.</li> <li>-Collect data at points located on an OS map.</li> <li>-Manage risks during a fieldwork trip.</li> <li>-Identify any outcomes from data collected.</li> <li>-Map data digitally.</li> <li>-Describe the enquiry process.</li> </ul>
<p><b>DT</b></p> <p>Following <a href="#">Kapow</a></p>	<p><u><a href="#">Electrical Systems: Doodlers</a></u></p> <ul style="list-style-type: none"> <li>-Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.</li> <li>-Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.</li> <li>-Describe a motor as a circuit component that changes electrical energy into movement.</li> <li>-Provide examples of motorised products that use movement to rotate or spin different parts.</li> <li>-Remove and replace different parts of a Doodler, as part of a team.</li> <li>-Suggest ways to switch the configuration to amend the form or function of the Doodler.</li> <li>-Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).</li> <li>-Develop design criteria with consideration for the target user,</li> </ul>	<p><u><a href="#">Textiles: Stuffed Toys</a></u></p> <ul style="list-style-type: none"> <li>-Design a stuffed toy, considering the main component shapes of their toy.</li> <li>-Create an appropriate template for their stuffed toy.</li> <li>-Join two pieces of fabric using a blanket stitch.</li> <li>-Neatly cut out their fabric.</li> <li>-Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>-Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>-Identify what worked well and areas for improvement.</li> </ul> <p><u><a href="#">Textiles: Waistcoats</a></u></p> <ul style="list-style-type: none"> <li>-Consider a range of factors in their design criteria and use this to create a waistcoat design.</li> </ul>	<p><u><a href="#">Cooking and Nutrition: Developing a recipe</a></u></p> <p>Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of bolognese sauce.</p> <p><u><a href="#">Cooking and Nutrition: Come Dine with Me</a></u></p> <ul style="list-style-type: none"> <li>-Find a suitable recipe for their course.</li> <li>-Record the relevant ingredients and equipment needed.</li> <li>-Follow a recipe, including using the correct quantities of each ingredient.</li> <li>-Write a recipe, explaining the process taken.</li> <li>-Explain where certain key foods come from before they appear on the supermarket shelf.</li> </ul>

	<p>the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).</p> <ul style="list-style-type: none"> <li>-Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).</li> <li>-Create a functional Doodler that creates scribbles on paper with or without a switch.</li> <li>-Identify and list each of the required materials, tools and circuit components required to build a Doodler.</li> <li>-Explain simple the steps to assemble a Doodler as part of a set of instructions (or storyboard).</li> <li>-Write instructions to build a functional circuit, explaining how to identify if it is functional or not.</li> <li>-Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.</li> </ul> <p style="text-align: center;"><b>Electrical Systems: Steady hand game</b></p> <ul style="list-style-type: none"> <li>-Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works).</li> <li>-State what they like or dislike about an existing children's toy and why.</li> <li>-Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys.</li> <li>-Identify the components of a steady hand game.</li> <li>-Design a steady hand game of their own according to their design criteria, using four different perspective drawings.</li> <li>-Create a secure base for their game, with neat edges, that relates to their design.</li> <li>-Make and test a functioning circuit and assemble it within a case.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a template to mark and cut out a design.</li> <li>-Use a running stitch to join fabric to make a functional waistcoat.</li> <li>-Attach a secure fastening, as well as decorative objects.</li> <li>-Evaluate their final product.</li> </ul>	
<p style="text-align: center;"><b>Art</b></p> <p><a href="#">Following Access Art</a></p>	<p><b>Drawing – 2D drawing to 3D making.</b> Pathway for Years 5 and 6</p> <p><b>Disciplines:</b> Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-That drawing and making have a close relationship.</li> <li>-That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</li> <li>-That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.</li> <li>-That we can use methods such as the grid method and looking at negative space to help us draw.</li> <li>-That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a</li> </ul>	<p><b>Painting- Exploring Identity</b> Pathway for Years 5 &amp; 6</p> <p><b>Disciplines:</b> Collage, Drawing, Sketchbooks</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</li> <li>-That people are the sum of lots of different experiences, and that through art we can explore our identity.</li> <li>-That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</li> </ul>	<p><b>Making - Set Design</b> Pathway for Years 5 &amp; 6</p> <p><b>Disciplines:</b> Set Design, Making, Drawing, Sketchbooks</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>-That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation).</li> <li>-That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.</li> <li>-That we can create our own "sets" to create models for theatre design, or backgrounds for an animation.</li> <li>-That we can take our inspiration from the</li> </ul>

	<p>combination of invention and logic.</p> <p><b>Medium:</b> Card, Paper, Drawing materials.</p> <p><b>Artists:</b> Lubaina Himid, Claire Harrup.</p>	<p>-That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p> <p><b>Medium:</b> Drawing Materials, Tablet (if digital), Paper</p> <p><b>Artists:</b> Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett.</p>	<p>sources of literature or music to inform our creative response and to capture the essence of the drama.</p> <p><b>Medium:</b> Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials.</p> <p><b>Artists:</b> Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson.</p>			
<p><b>Music</b></p> <p>Following <a href="#">Charanga</a></p>	<p><a href="#">Happy</a></p> <p><b>Unit:</b> Happy</p> <p><b>Style:</b> Pop/Motown</p> <p><b>Topic and cross-curricular links:</b> What makes us happy? Video/project with musical examples.</p> <p><b>Links to other units:</b> Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p>	<p><a href="#">Classroom Jazz 2</a></p> <p><b>Unit:</b> Classroom Jazz 2</p> <p><b>Style:</b> Jazz, Latin, Blues</p> <p><b>Topic and cross-curricular links:</b> History of music - Jazz in its historical context.</p> <p><b>Links to other units:</b> Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p>	<p><a href="#">Benjamin Britten – A New Year Carol</a></p> <p><b>Unit:</b> Benjamin Britten - A New Year Carol</p> <p><b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p><b>Topic and cross-curricular links:</b> Literacy and history, <a href="http://www.fridayafternoonsmusic.co.uk">www.fridayafternoonsmusic.co.uk</a>. The historical context of Gospel music and Bhangra.</p> <p><b>Links to other units:</b> Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)</p>	<p><a href="#">You’ve Got a Friend</a></p> <p><b>Unit:</b> You’ve Got A Friend</p> <p><b>Style:</b> The Music of Carole King</p> <p><b>Topic and cross-curricular links:</b> Her importance as a female composer in the world of popular music.</p> <p><b>Links to other units:</b> Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>	<p><a href="#">Music and Me</a></p> <p><b>Unit:</b> Music and Me</p> <p><b>Style:</b> Contemporary, music and identity</p> <p><b>Topic and cross-curricular links:</b> Celebrating the role of women in the music industry.</p>	<p><a href="#">Reflect, Rewind and Replay</a></p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 6</p> <p><b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>Links to other units:</b> All Year 6 units</p>
<p><b>Science</b></p> <p><a href="#">Kapow</a></p>	<p><a href="#">Living Things: Classifying big and small</a></p> <p><b>Children will be able to:</b> -Define the term ‘organism’ and name the seven life processes of all living things. -Describe the work of Carl Linnaeus.</p>	<p><a href="#">Energy: Circuits, Batteries and Switches</a></p> <p><b>Children will be able to:</b> -Describe the function of key electrical components and explain how the models used in the lesson represent these.</p>	<p><a href="#">Living Things: Evolution and Inheritance</a></p> <p><b>Children will be able to:</b> -Define and identify variation in organisms and recall that it is</p>	<p><a href="#">Energy: Light and Reflection</a></p> <p><b>Children will be able to:</b> -Compare sources of light and explain how the eye is protected from light.</p>	<p><a href="#">Animals: Circulation and Health</a></p> <p><b>Children will be able to:</b> -Recall factors that improve someone’s health and those that impact health</p>	<p><a href="#">Making Connections – Are some sunglasses safer than others?</a></p> <p><b>Children will be able to:</b> -Recall key knowledge from previous units.</p>

	<ul style="list-style-type: none"> <li>-Define the term 'vertebrate' and name the vertebrate groups.</li> <li>-Describe the characteristics of fish, amphibians, reptiles, birds and mammals.</li> <li>-Compare the characteristics of the vertebrate groups.</li> <li>-Define the term 'invertebrate'.</li> <li>-Describe the characteristics of worms, snails, spiders and insects.</li> <li>-Compare the characteristics of the invertebrate groups.</li> <li>-Name the plant groups.</li> <li>-Describe the characteristics of flowering plants, ferns, mosses and conifers.</li> <li>-Define the term 'micro-organism' and name some examples.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Use a classification key to group and identify organisms.</li> <li>-Make a simple classification key.</li> </ul>	<ul style="list-style-type: none"> <li>-Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.</li> <li>-Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.</li> <li>-Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.</li> <li>-Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.</li> <li>-Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.</li> <li>-Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.</li> <li>-Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.</li> </ul>	<ul style="list-style-type: none"> <li>caused by inherited and environmental factors.</li> <li>-Recall that living things produce offspring of the same kind but are not normally identical to their parents.</li> <li>-Describe patterns of inheritance from parent to offspring in a given example or family tree.</li> <li>-Describe what an adaptation is; it cannot be chosen and is usually inherited.</li> <li>-Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.</li> <li>-Explain how variation may affect survival within a population and recall what natural selection means.</li> <li>-Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.</li> <li>-Recall different types of evidence that can be used to explain evolution and describe methods that make scientists'</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how light travels and how we see luminous and non-luminous objects.</li> <li>-Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.</li> <li>-Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.</li> <li>-Recall what happens to light when it reaches a smooth mirror surface.</li> <li>-Identify the incoming and reflected rays and describe the relationship between their angles.</li> <li>-Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.</li> <li>-Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.</li> <li>-Explain how light is reflected using knowledge of light and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>negatively and suggest improvements to someone's health.</li> <li>-Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.</li> <li>-Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body.</li> <li>-Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.</li> <li>-Recall what is meant by heart rate and research using multiple websites to find reliable animal masses.</li> <li>-Identify the pattern between animals' size and heart rate and quote values as evidence.</li> <li>-Describe how different exercises affect heart rate and</li> </ul>	<ul style="list-style-type: none"> <li>-Apply knowledge in new contexts.</li> <li>- When light is reflected off a surface, its direction changes.</li> <li>-Luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Carry out a full scientific enquiry.</li> </ul>
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		<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Draw circuit diagrams with straight lines and using standard circuit symbols.</li> <li>-Design a results table with an appropriate number of columns and headings with units.</li> <li>-Identify the changed, measured and control variables in an enquiry to plan a method.</li> </ul>	<p>results or conclusions more trustworthy.</p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Sort variation as environmental, inherited or a mixture of both.</li> <li>-Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control.</li> <li>-Comment on the reliability of the results and the degree of trust.</li> <li>-Consider how evidence is used to form theories and the degree of trust the evidence offers.</li> </ul>	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Make observations about the properties of light.</li> <li>-Use my observations as evidence to support conclusions about light.</li> <li>-Draw ray diagrams.</li> <li>Pose testable questions in response to observations.</li> <li>Record my measurements as a line graph.</li> <li>Use my line graph to extrapolate data and make predictions about missing values.</li> <li>Recall various jobs or inventions that use mirrors and reflection.</li> </ul>	<p>explain why heart rate changes during exercise.</p> <ul style="list-style-type: none"> <li>-Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-Evaluate the trustworthiness of secondary sources that provide health advice.</li> <li>-Evaluate the model blood by considering a strength and a weakness when representing blood and suggesting improvements.</li> <li>-Compare class values and recognise when they do not match.</li> <li>-Use identified patterns to predict new values.</li> <li>-Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable.</li> <li>-Choose a suitable title and axis labels with units for the line</li> </ul>	
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					graph and plot points on the line graph.	
<p><b>Computing</b></p> <p><a href="#">Following MrPict</a></p> <p><b>E-safety</b></p> <p>-recognise common uses of information technology beyond school.</p> <p>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</p> <p>(See separate document for e-safety skills)</p>	<p><b>AR and VR</b></p> <p><b>Interactive VR/Interactive AR Scene</b></p> <p><b>Using Thinglink and Reality Composer</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to create an interactive VR experience.</li> <li>-know how to create an interactive poster using AR</li> <li>-know how to explain how VR and AR works.</li> </ul>	<p><b>Animation</b></p> <p><b>3D Animation/Animated Cartoon Character GIF</b></p> <p><b>Using Plotagon and Keynote</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to mix animations and videos recordings of myself to create video interviews.</li> <li>-know how to plan, script and create a 3D animation to explain a concept or tell a story.</li> <li>-know how to choose and create different types of animations to best explain my learning.</li> <li>-make an animated talking GIF of a cartoon character.</li> </ul>	<p><b>Video Creation</b></p> <p><b>Green Screen Special Effects</b></p> <p><b>Using Doink Green screen and iMovie</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to use the green screen masking tool with more than one character.</li> <li>-know how to use picture in picture tools in iMovie.</li> <li>-know how to add animated subtitles to my film to further enhance my creation.</li> <li>-know how to create videos using a range of media - green screen, animations, film and image.</li> </ul> <p><b>Sound</b></p> <p><b>Podcasting</b></p> <p><b>Using Garageband</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast)</li> <li>-know how to compose a soundtrack that can be added to a film project.</li> </ul>	<p><b>Presentations</b></p> <p><b>Using Keynote</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- know how to create a web site which includes a variety of media.</li> <li>-know how to design an app prototype that links multimedia pages together with hyperlinks.</li> <li>-know how to choose applications to communicate to a specific audience.</li> <li>-know how to evaluate my own content and consider ways to improvements.</li> </ul> <p><b>Artificial Intelligence</b></p> <p><b>Using Machine Learning for Kids</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-train an AI model and use it within a program</li> <li>-know about chatbots and how they can be used to simulate conversation with a computer.</li> </ul>	<p><b>Programming</b></p> <p><b>Coding Patterns</b></p> <p><b>Using Tinkercad/ 3D Lettering Using Beetleblocks/Video Game using Scratch 3.0</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to use a range of sequence, selection and repetition commands to implement my design.</li> <li>-know how to identify the need for, and work with variables.</li> <li>-know how to create procedures to hide complexity in programs.</li> <li>-know how to critically evaluate my work and suggest improvements.</li> </ul>	<p><b>Programming</b></p> <p><b>Using Microbit Sensors</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-know how to use a range of sequence, selection and repetition commands to implement my design.</li> <li>-know how to identify the need for, and work with variables.</li> <li>-know how to create procedures to hide complexity in programs.</li> <li>-know how to critically evaluate my work and suggest improvements.</li> </ul> <p><b>Computer Networks</b></p> <p><b>HTML</b></p> <p><b>Using X-Ray Googles and Glitch</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-understand what HTML is and recognize HTML tags.</li> <li>-know a range of HTML tags and can remix a web page.</li> <li>-know how to create a webpage using HTML.</li> </ul>

<p>PSHE, SMSC, SRE, Wellbeing</p> <p>Following <a href="#">Jigsaw</a></p>	<p><a href="#">Being Me in my world</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Identifying goals for the year.</li> <li>-Global citizenship.</li> <li>-Children’s universal rights.</li> <li>-Feeling welcome and valued.</li> <li>-Choices, consequences and rewards.</li> <li>-Group dynamics.</li> <li>-Democracy, having a voice.</li> <li>-Anti-social behaviour</li> <li>-Role-modelling</li> </ul>	<p><a href="#">Dreams and Goals</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Personal learning goals, in and out of school.</li> <li>-Success criteria.</li> <li>-Emotions in success.</li> <li>-Making a difference in the world.</li> <li>-Motivation -Recognising achievements</li> <li>-Compliments</li> </ul>	<p><a href="#">Healthy Me</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Taking personal responsibility.</li> <li>-How substances affect the body.</li> <li>-Exploitation, including ‘county lines’ and gang culture.</li> <li>-Emotional and mental health.</li> <li>-Managing stress.</li> </ul>	<p><a href="#">Celebrating Differences</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Perceptions of normality.</li> <li>-Understanding disability.</li> <li>-Power struggles.</li> <li>-Understanding bullying.</li> <li>-Inclusion/exclusion.</li> <li>-Differences as conflict, difference as celebration.</li> <li>-Empathy.</li> </ul>	<p><a href="#">Relationships</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Mental health.</li> <li>-Identifying mental health worries and sources of support.</li> <li>-Love and loss.</li> <li>-Managing feelings</li> <li>-Power and control. - Assertiveness.</li> <li>-Technology safety. - Take responsibility with technology use.</li> </ul>	<p><a href="#">Changing Me</a></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-Self-image</li> <li>-Body image</li> <li>-Puberty and feelings</li> <li>-Conception to birth</li> <li>Reflections about change</li> <li>-Physical attraction - Respect and consent</li> <li>-Boyfriends/ girlfriends</li> <li>-Sexting Transition</li> </ul>
<p>RE</p> <p>Following Kapow RE</p>	<p><a href="#">Why does religion look different around the world? Part 1.</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Explain the meaning and origin of the prefix ‘omni’ and understand the significance of omni words in religious circumstances.</li> <li>-Compare similarities and differences between the Abrahamic religions.</li> <li>-Recall why different worldviews may have interpreted similar origins differently.</li> <li>-Give reasons about why Shabbat can be observed differently.</li> <li>-Consider how geography and culture can affect religious traditions.</li> <li>-Explain why people may choose to wear head wear or hair coverings to support their belief.</li> </ul>	<p><a href="#">Why does religion look different around the world? Part 2.</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Give reasons why beliefs vary across a country such as India.</li> <li>-Recognise some ways Hindu worship is influenced by geography, history and culture.</li> <li>-Recognise the factors that can influence beliefs. Identify differences within stories related to Diwali.</li> <li>-Explain why there are different artistic representations of Buddha.</li> <li>-Understand some reasons why there are different Buddhist teachings and practices.</li> <li>-Give examples of differences within and between worldviews.</li> </ul>	<p><a href="#">Why is it better to be there in person?</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Identify the common features and significance of both religious and non-religious gatherings.</li> <li>-Suggest reasons people might attend such events.</li> <li>-Explain the importance of place, people and practice in the context of gatherings.</li> <li>-Articulate the importance of Jerusalem to Jewish people.</li> <li>-Discuss why the Dome of the Rock is important to some Muslim people.</li> <li>-Identify the significance of</li> </ul>	<p><a href="#">Why is there suffering? Part 1.</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Make links between the creation story in Genesis and the concept of suffering.</li> <li>-Suggest some ideas as to why suffering exists in the world.</li> <li>-Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.</li> <li>-Identify different reasons why humans may make choices that cause suffering.</li> <li>-Relate stories such as Adam and Eve’s choice in Genesis, Jesus’ temptation and concepts from other religions to the theme</li> </ul>	<p><a href="#">Why is there suffering? Part 2.</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Consider different responses to suffering.</li> <li>-Explore their own views and responses to suffering.</li> <li>-Acknowledge that many Buddhists accept that suffering is a part of everybody’s lives.</li> <li>-Define the words Hukam and Naam and explain how they can be helpful to some Sikhs.</li> <li>-Share reasons why many Sikhs live good lives despite the belief that God has a plan for them.</li> <li>-Explain some Shinto beliefs about kami.</li> </ul>	<p><a href="#">What place does religion have in our world today?</a></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Reflect on their own learning and how it has impacted their personal development.</li> <li>-Analyse census data to identify trends and changes in the religious makeup of the UK.</li> <li>-Reflect on how their local area’s data compares with an alternative area and national trends.</li> <li>-Discuss reasons for the changing uses of religious buildings over time.</li> <li>-Analyse and respond to data about religious diversity</li> </ul>

		<p>-Identify and categorise reasons for diversity.</p>	<p>Makkah for many Muslims.          -Explain the significance of various pilgrimage sites in different religious worldviews.          -Make thoughtful connections between the pilgrimage sites and the concept of spirituality.</p> <p><b>Due to the conflict in Israel and Palestine, extra care should be taken when teaching this unit, especially with regard to any children who may have connections with Israel, Palestine, or the broader region.</b></p> <p><b>If you are aware of any particular issues that a child has, you might want to discuss the unit with the child beforehand and adapt it to accommodate them. Consider having an adult work with them for additional support. If issues arise during the lesson, it would be advisable to refer to your Senior Leadership Team.</b></p>	<p>of human wrongdoing and suffering.          -Draw connections between stories from scripture.          -Understand the different perspectives on suffering and divine intervention presented in these stories from scripture.          -Explain why some people turn to prayer during times of suffering.          -Make connections between teachings about Jesus and how some Christians view and respond to suffering.          -Use scripture and personal responses to support their understanding.</p>	<p>Rank ideas to show their personal responses.          -Consider how their learning has reflected or developed their own views about suffering.</p>	<p>across the world.          -Discuss the historical and geographical influences on the spread and current distribution of religions.          -Explain the concept of freedom of religion or belief.          -Consider their own responses to issues related to freedom of religion and belief.          -Demonstrate an understanding of the need for tolerance and respect.          -Explore the role of learning about religion and worldviews in daily life.</p>
<b>P.E.</b>	<b>Multi Skills</b> 1 Students learn to	<b>Tag Rugby</b> 1 Pupils learn how to	<b>Football</b> 1 To learn different	<b>Hockey</b> 1 To develop different	<b>Cricket</b>	<b>Athletics</b> 1 Students are

<p><u>Following Greenacre P.E.</u></p>	<p>understand what the term agility means. They also learn to test their agility using a number of different tests.  2 Students continue to develop their understanding of agility.  3 Students take part in a number of agility drills which require them to move at speed. They understand that speed, coordination and balance are all required to perform well at agility exercises.  4 Students understand what is meant by the term co-ordination and how they can test their co-ordination in a number of tests.  5 Students take part in a number of balance drills and learn to test their balance using a number of tests.  6 Students combine and link all the skills they have learnt over the course of the term.</p> <p style="text-align: center;"><b>Basketball</b></p> <p>1 To understand the rules of basketball and explore different ways of moving with the ball effectively.  2 To learn different techniques to dribble the ball with control.  3 To learn a variety of different passes and use tactics to use them in a game situation.  4 To be able to shoot with control and accuracy.</p>	<p>dodge and weave using speed and direction.  2 Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands.  3 Pupils learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving.  4 Pupils learn to tag a player and learn the rules associated with tagging.  5 Pupils learn how to pass and move towards a goal area, combining passing and running skills using and developing tactics.  6 Pupils learn how to work as a team communicating ideas and rules.</p> <p style="text-align: center;"><b>Handball</b></p> <p>1 Recap the various Handball passing and shooting techniques.  2 To learn how to dribble and pass the ball in Handball.  3 To learn how to dribble and deceive an opponent in Handball.  4 To learn how to create a shooting opportunity in Handball.  5 To learn how to create a shooting opportunity in Handball.  6 To learn how to play Handball.</p>	<p>techniques to dribble with the ball effectively.  2 To learn a variety of different turns to change direction and use these in a game situation.  3 To learn how to pass with control over a variety of different distances.  4 To learn how to strike a ball with accuracy.  5 To use tactics to attack and defend in different situations.  6 To use all skills learnt and put them into a game situation.</p> <p style="text-align: center;"><b>Gymnastics</b></p> <p>1 To be able to perform shapes and balances with partner and incorporate them into a short sequence.  2 To be able to perform counterbalances.  3 To understand the principles behind effective jumping and build sequences that include this skill.  4 To be able to perform inversion through a headstand.  5 To learn how to perform basic vaults.  6 To be able to create and perform a routine which involves all</p>	<p>grips depending on the action needed.  2 To dribble in all directions including reverse dribble.  3 Passing on the move over different distances focusing on the different grips available.  4 To try and outwit defenders using various dribbling and passing techniques in attack.  5 To explore how to defend and not be outwitted.  6 To show how to use the learnt skills in a game environment.</p> <p style="text-align: center;"><b>OAA</b></p> <p>1 To understand how to work as a team to overcome challenges.  2 To develop strategies when working as a team to overcome challenges.  3 To learn map and orientation skills, with a focus on symbols.  4 To learn how to design and use a map of the school's grounds.  5 To design an orienteering route and develop map reading skills.  6 To use a compass to assist in map reading and orientation.</p>	<p>1 Learn basic fielding skills whilst moving.  2 Catching and receiving the ball on the move and throwing it at the correct wicket.  3 To develop batting skills to be able to use the correct shot to hit the ball away from fielders.  4 Development of batting and fielding skills in kwik cricket, with over arm bowling.  5 Further developments of playing a kwik cricket game with the use of overarm bowling.  6 Understand tactics of a game of kwik cricket.</p> <p style="text-align: center;"><b>Dance</b></p> <p>1 Pupils have an introduction to learning how to adapt a basic motif in small groups.  2 Pupils learn how to respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they link movements together in a small group.  3 Pupils learn different dance</p>	<p>introduced to running at speed and sprint starts.  2 Students learn to run whilst changing direction at speed.  3 The students take part in several activities which helps them improve their ability to jump for distance.  4 To learn the correct technique for throwing a shot putt.  5 The students take part in several activities which helps them improve their ability to jump high.  6 Competition week: perform all the skills learnt over the previous weeks.</p> <p style="text-align: center;"><b>Rounders</b></p> <p>1 Pupils learn how to perform a two handed and one-handed catch when a partner feeds them the ball.  2 Pupils learn to consistently throw and catch with a partner at long distances under pressure.  3 Pupils learn to strike a bowled ball.  4 Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p>
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	<p>5 To use all skills learnt and put them into a game situation.</p> <p>6 To be able to plan and run a mini tournament.</p>		<p>skills learnt from previous weeks.</p>		<p>relationships used in dances.</p> <p>They attempt to use these relationships within their dances.</p> <p>Pupils also learn how to use canon.</p> <p>4 Pupils learn how to use formations in dance to make it more create and more aesthetically pleasing.</p> <p>Pupils learn how to flow into formations using different relationships.</p> <p>5 Pupils learn how to create a clear, middle and an end to their routines by using stillness.</p> <p>Pupils use partner balance to develop their stillness ideas.</p> <p>6 Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes can be awarded.</p>	<p>5 Pupils explore the bowling technique using a spin and target throwing.</p> <p>6 Pupils learn basic rules and positions and play enjoyable modified games.</p>
<p><b>Swimming</b></p> <p>1 To focus on swimming 25 meters front crawl using different breathing techniques.</p> <p>2 To develop breathing techniques relating to swimming speeds in front crawl.</p> <p>3 To use sculling to assist in floatation and movement in self-safety.</p> <p>4 To introduce the basics of breaststroke.</p> <p>5 To develop back and breaststroke.</p> <p>6 To look at different self-rescue techniques and complete assessment.</p>						
<p><b>MFL (French)</b></p>	<p><a href="#">Revisiting me, Telling the time, Daily life of a Superhero.</a></p>	<p><a href="#">Homes and houses, Elf on the shelf.</a></p> <p>1: I can understand and</p>	<p><a href="#">Investigating sports.</a></p> <p>1: I can understand and remember some</p>	<p><a href="#">At the funfair, my favourite things, French tradition.</a></p>	<p><a href="#">Cafe culture and restaurants.</a></p> <p>1. I can learn some</p>	<p><a href="#">Performance time / Transition / Language Puzzle.</a></p>

<p>Following <a href="#">Primary Learning Network</a></p>	<p>1: I can recall phrases to talk about myself and my feelings.  2: I can give a simple description about myself.  3: I can remember and use numbers between 0 and 60.  4: I can understand o'clock time phrases in French.  5: I can talk about my daily routine.  6: I can answer questions about my daily routine.</p>	<p>say some nouns for rooms in a house  2: I can understand and pronounce accurately some nouns for objects in a house.  3: I can use adjectives to describe rooms in a house.  4: I can say and write a sequence of sentences to tell a story.  5: I can understand new nouns and use them to play a game.  6: I can use prepositions to say where things are.</p>	<p>sports nouns in French.  2: I can talk about sports I like and dislike.  3: I can create extended sentences about sports including an opinion.  4: I can identify parts of the verb to play "jouer".  5: I can describe a sport using simple sentences.  6: Puzzle It Out assessment lesson.</p>	<p>1: I can understand funfair ride nouns and say which ones I like /dislike.  2: I can remember funfair vocabulary and play a board game.  3: I can describe funfair rides using adjectives.  4: I can plan and describe a theme park.  5: I can talk about my favourite things.  6: I can learn about the French tradition of "poisson d'avril".</p>	<p>facts about café culture in France,  2.I can say and write what food and drink I like/dislike and ask someone else for likes and dislikes.  3. I can ask for some food and drink politely.  4.I can name and identify some traditional French breakfast foods and drinks/I can write a simple sentence about my breakfast.  5: I can create and describe a hotel breakfast menu,  6: I can take part in a café role play and write a conversation.</p>	<p>1.I can read and understand a humorous sketch. AT7  2.I can adapt a model and write my own café sketch. AT10  3.I can take part in a performance of a café sketch. AT6  4.I can remember fruit and vegetable nouns. AT5  5.I can understand nouns to do with nature/ or to do with the classroom and take part in a scavenger hunt, AT9</p>
<p><b>School Values</b></p>	<p>Week 1/2: Aspiration  Week 3/4: Kindness  Week 5/6: Reflection</p>	<p>Week 1/2: Resilience  Week 3/4: Kindness  Week 5/6: Reflection</p>	<p>Week 1/2: Aspiration  Week 3/4: Kindness  Week 5/6: Reflection</p>	<p>Week 1/2: Kindness  Week 3/4: Reflection  Week 5/6: Resilience</p>	<p>Week 1/2: Aspiration  Week 3/4: Kindness  Week 5/6: Reflection</p>	<p>Week 1/2: Kindness  Week 3/4: Reflection  Week 5/6: Aspiration</p>
<p><b>Visitors/Trips</b></p>						
<p><b>Whole School</b></p>	<p>Black History Month  Mental Health Awareness Day  PTA School Disco</p>	<p>National Stress Awareness Day  Firework Extravaganza  Road Safety Awareness  Children in Need day  Christmas Jumper Day  Winter Wonderland</p>	<p>Make Your Dreams Come True Day  Safer Internet Day  Random Act of Kindness Day  PTA School Disco  Mother's Day gifts</p>	<p>Mental Health Week  World Book Day  Comic Relief  PTA Sponsored Bounce  Open Afternoon  MADD Day</p>	<p>World Autism Awareness Day  Father's Day gifts.</p>	<p>National Sports Week  PTA Non-uniform day  Happy, Healthy, Hampton Day  Summer Fair  Transition Day  Meet your new teacher  PTA School Disco</p>

\*Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression\*

