










Long Term Plan Year 6 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English -Book	<p><u>The Arrival</u></p>  <p>Extended own version narratives, Letters, lists of rules, character descriptions, diaries, short play scripts, short reports, guides</p> <p><u>Windrush Child</u></p>  <p>Persuasive pitch to the local council, Thought bubble, informal letter, poem, diary entry, advice, informal letter</p>	<p><u>The Promise</u></p>  <p>Narrative poem sequels, Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems</p> <p><u>The Last Bear</u></p>  <p>Newspaper article, Character profile, dialogue, monologue, logbook entry, scientific report</p>	<p><u>The Invention of Hugo</u></p>  <p>Biographies, Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques</p> <p><u>Suffragette</u></p>  <p>Persuasive campaigns, Formal letters, diaries, balanced arguments, speeches, short news reports</p>	<p><u>The Three Little Pigs Project</u></p>  <p>Collection of letters, Headlines, news reports, persuasive speeches, narrative from particular viewpoint, newspaper comments, diaries, debate</p> <p><u>Boy in the Tower</u></p>  <p>Own version narratives (past and present tense), Journalistic writing, formal letters, non-chronological reports</p>	<p><u>Grimm Tales for Young and Old</u></p>  <p>Own version traditional tales, Retellings, character studies, monologues</p> <p>SATs</p>	<p><u>Romeo and Juliet</u></p>  <p>Playscripts, Diaries, letters, character descriptions, balanced arguments</p> <p><u>Some Places more than Others</u></p>  <p>Own version narratives, Diaries, explanations (sci experiment), dialogue, nonchronological reports</p>
Science KS2 (Rising Stars).	<p><u>Staying Alive</u></p> <p><u>Knowledge/Learning</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Skills:</u> Recording data and results.</p>	<p><u>Let it Shine</u></p> <p><u>Knowledge/Learning</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same</p>	<p><u>Living Things and Their Habitats</u></p> <p><u>Knowledge/Learning</u> 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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Skills:</u> Identify and classify</p>	<p><u>Electricity</u></p> <p><u>Knowledge/Learning</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p> <p><u>Skills:</u></p>	<p><u>Evolution and Inheritance</u></p> <p><u>Knowledge/Learning</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different</p>	

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	<p>Reporting findings from enquiries.</p> <p><u>Vocabulary</u> Heart Lungs Blood Oxygen Vein Artery Lungs Blood Oxygen Vein Artery Exercise Addiction Nicotine</p> <p><u>Curriculum Links:</u> PSHE</p>	<p>shape as the objects that cast them</p> <p><u>Skills:</u> Planning enquiries Taking measurements Recording data Presenting findings</p> <p><u>Vocabulary:</u> Light ray Cornea Pupil Iris Lens Reflection Symmetry Rainbow</p> <p><u>Curriculum Links:</u> History - lighthouse use in WW2</p>	<p><u>Vocabulary:</u> Flora Fauna Vertebrate Invertebrate Insect Mammal Bird Amphibian Reptile Fish Fungi Mushroom Toadstool Fermentation Microbe Bacteria Species Genus Organisms Bacteria</p> <p><u>Curriculum Links:</u></p>	<p>Planning enquiries, including recognising and controlling variables where necessary</p> <p>Reporting findings from enquiries</p> <p>Using simple models to describe scientific ideas</p> <p><u>Vocabulary:</u> Component Cell Complete Electrons Fuse Blow Filament Cell Battery Renewable Solar</p> <p><u>Curriculum Links:</u></p> <p><u>Resources:</u> Electrical circuit resources</p>	<p>ways and that adaptation may lead to evolution</p> <p><u>Skills:</u> Taking measurements Recording data and results Reporting findings from enquiries Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Vocabulary:</u> Variety Inherited Evolution Adaption Natural selection Fossil Dinosaur Prehistoric</p> <p><u>Curriculum Links:</u> English - Darwin's Dragons English - Poetry, Kensuke's Kingdom.</p> <p><u>Resources:</u> Different seeds and 'beaks'</p>	
<p>History (Rising Stars – Voyagers)</p>		<p>WW2</p> <p>Knowledge/learning:</p> <ul style="list-style-type: none"> • Inspire children's curiosity to know more about the past • Equip children to ask perceptive questions, think critically and weigh evidence 		<p>Greeks</p> <p>Knowledge/learning:</p> <ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations • study Ancient Greek life and achievements, and their influence on the western world 		<p>Mayans</p> <p>Knowledge/learning: learn about a non-European society – the Mayan civilisation c. 900ad – that provides contrasts with British history • gain a coherent knowledge and understanding of Britain's past and that of the wider world • know and understand significant aspects of the</p>

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		<ul style="list-style-type: none"> • Local history study • Study an aspect or theme in British history that extends children’s chronological knowledge beyond 1066. <p>Skills:</p> <ul style="list-style-type: none"> • research, select, organise and communicate findings • develop a chronological understanding of World War Two • devise historically valid questions about World War Two • understand how knowledge of the past is constructed from a range of sources • recognise the strengths and limitations of local history as a way of telling the story of World War Two. <p>Vocabulary:</p> <p>Artefact - an object left as evidence of life in an earlier time.</p> <p>Conscientious objector - someone who refuses to fight in a war</p> <p>Conscription - being made to join the armed forces to fight in a war</p> <p>Evacuation - when children leave an area that might be</p>		<ul style="list-style-type: none"> • learn about the legacy of Greek culture and the impact of this legacy on later periods in British history, including the present day • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. <p>Skills:</p> <ul style="list-style-type: none"> • investigate open and closed questions about Ancient Greek life and society • pose their own questions relevant to an enquiry • know where to locate suitable information and ideas • make inferences and deductions • recognise different viewpoints and interpretations • compare and contrast information • explain causes and effects. <p>Vocab:</p> <p>Acropolis: an ancient citadel usually on a hill</p> <p>• comedy, satire, tragedy: types of theatre plays</p> <p>• Corinthian, Doric and ionic: types of architecture</p> <p>• Democracy: ruled by the people</p> <p>• Dictatorship: ruled by one person</p> <p>• Hellenistic: the period of history dominated by Macedonia, of which the most famous ruler was Alexander the Great</p>		<p>history of the wider world, including characteristic features of past non-European societies.</p> <p>Skills:</p> <ul style="list-style-type: none"> • learn about interpretations – why different historians say different things about the decline of the Maya • learn about similarities and differences as they compare modern-day Maya with the Maya 900 ad • deduce information from studying a different period: they will use the Egyptians as a ‘way in’ to studying the Maya. <p>Vocab:</p> <ul style="list-style-type: none"> • Archaeologist: someone who digs up remains of old societies • base 20: a maths system based on 20, not 10 like we use • codex: the Mayan book • creation myth: a story which explains the beginning of the world • Hieroglyphs: writing that is made of pictures • interpretation: one person’s point of view based on evidence • Rain forest: an area of forest that contains many tall trees, has high temperatures and lots of rain • Sacrifice: an offering to keep the gods happy • Stelae: stones or wooden posts which have writing on <p>Curriculum links:</p>
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		<p>dangerous and go somewhere safer to live</p> <p>Rationing - when people are only allowed to buy a fixed amount of certain foods</p> <p>Total war - everyone is involved in the war, not just fighters</p> <p>U-boat - German submarine.</p> <p>Prior Learning: Childhood changed over time - year 3 Victorians - year 4</p> <p>Curriculum Links:</p> <p>Beyond the lines WW2 Poetry</p>		<ul style="list-style-type: none"> • Hoplite: the main type of soldier who fought on foot in Ancient Greece • Olympic Games: a games event that brings people from different city states together in peace for sports • Pankration: a vicious sport played in Ancient Greece • Spartans: tough warriors living in Greek city of Sparta • triremes: a Greek warship • Tyrants: people who seized control of a place and ruled as they wished. <p>Prior learning:</p> <p>Curriculum links: English: reading for information and research (Lessons 3, 4, 5); annotating and taking notes (Lessons 2, 5); expressing opinions (Lessons 2-5); writing different text types (Lessons 1-5); creating presentations and considering their audience (Lesson 2); creating an oral presentation (Lesson 6); explaining and justifying ideas (Lessons 1, 3-5)</p> <p>Maths: learning about dates, timelines, calculations, Greek mathematicians and theorems (Lesson 4) Science: studying the relationships with environment and changes over time (Lessons 1, 3); learning about classification (Lesson 4); learning about famous Greek scientists (Lesson 4)</p>		<p>Maths: doing sums in different types of number systems (Lesson 3)</p> <p>Science: exploring the impact of technology on other societies (Lessons 3, 5)</p> <p>Geography: carrying out map work (Lessons 1, 5); learning about rainforest characteristics, agricultural practices in other parts of the world (Lessons 1, 5); learning about climate change and its impact on a society (Lesson 5)</p> <p>Religious education: exploring different aspects of what people believe in (Lessons 2, 4).</p>
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<p>Geography (Rising Stars – Voyagers)</p>	<p>What is life like in the Amazon?</p> <p>Knowledge/ Key Learning In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests, and the unit of work on North America, earlier in this series.</p> <p>Vocabulary Continent, country, region: an area that is defined by certain unifying characteristics, which may be physical, human, or cultural Human features: created by humans, e.g. roads, houses, canals</p>		<p>Protecting the environment/ Are we damaging our world?</p> <p>Knowledge/ Key Learning</p> <p>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water Use maps, atlases and globes to locate countries and describe features studied Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Skills:</p>		<p>How will our world look in the future?</p> <p>Knowledge/learning:</p> <p>Describe and understand key aspects of: –physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle –human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</p> <p>Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present features in the local area</p>	

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	<p>Location vocabulary: e.g. longitude, latitude, Tropic of Capricorn, north, east, south, west Physical features: naturally occurring e.g. rivers, mountains Primary source: information from the actual time, place or event, e.g. photos, video, eye-witness accounts Secondary source: a source which presents information originally presented elsewhere, e.g. a school textbook, and encyclopedia etc Rainforest: a tropical forest which has a high annual rainfall River: a natural watercourse, flowing towards the sea, an ocean or a lake.</p> <p>Prior learning The unit builds on previous work the children may have done in Key Stage 1 on rainforests, and the unit of work on North America, earlier in this series.</p> <p>Resources Maps Atlases Globes Computers</p>		<p>Fieldwork within the school grounds, looking at how school grounds can be made more attractive to wildlife and how sustainable the school is. Children to pose their own enquiry question before collecting the evidence.</p> <p>Map work: To use maps and atlases to locate countries, regions, oceans and habitats. Children will learn to read different types of maps.</p> <p>CROSS-CURRICULAR: English: write a script, produce a fact sheet and report writing. Write a formal letter Science: learning about minerals, energy production, habitats and marine life. Computing: researching online</p> <p>Vocab:</p> <ul style="list-style-type: none"> • Biomass: biological material derived from living, or recently living organisms • Fossil fuel: buried organic material from decayed plants and animals that have been converted to oil, coal, and gas over hundreds of millions of years 		<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Skills: Explain why their local area is special Plan and carry out fieldwork</p> <p>Describe different types of local industry and list local public services</p> <p>Locate local public services</p> <p>Feel optimistic about their region's future</p> <p>Understand that the location of public services is important</p> <p>Describe the importance of community spirit.</p> <p>Most children can: Understand how developments can be sustainable</p> <p>Explain how local industry has changed over time</p> <p>Understand that future needs of the community may affect local industry</p> <p>Choose an appropriate format to present their geographical learning</p> <p>Understand how to take the needs and views of others into account.</p> <p>Some children can:</p>	
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			<ul style="list-style-type: none"> • Geothermal energy: heat drawn from inner layers of the Earth • Human feature: created by humans, e.g. roads, houses and canals • Hydro electricity: electricity that is created by the flow of water • Mineral: a solid substance with no origin as a previous life form • Non-renewable energy: energy from a source that can be used up and no longer be available • Physical feature: naturally occurring feature, e.g. rivers and mountains • Recycled: 'discarded' or 'end-of-life items' converted into a reusable item or material • Renewable energy: energy source that will never be used up • Solar energy: sunlight into electricity Sustainability: ability to maintain balance between natural ecological systems through not harming the environment or using up resources that will run out 		<p>Understand how to make their designs sustainable</p> <p>Generate sustainable development ideas that meet the needs of the community</p> <p>Understand that the design of communities can help or hinder community relations.</p> <p>Vocabulary:</p> <p>Brownfield: site for potential development, that has had previous development on it</p> <p>Community: group of people living in the same place</p> <p>Greenfield: previously undeveloped site</p> <p>Industry: a group of businesses that provide a particular product or service</p> <p>Primary sector: harvests or extracts raw materials from nature, such as farming or mining</p> <p>Quaternary sector: provides information services, e.g. computing</p> <p>Recycled: end-of-life or discarded goods converted into a reusable item or material</p> <p>Secondary sector: processes raw materials from the primary sector into manufactured goods and products, such as food</p>	
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			<ul style="list-style-type: none"> Tidal energy: a form of hydropower that converts the energy of tides into useful forms of power Wave energy: the capture of energy from ocean surface waves for electricity Generation Wind power: energy extracted from wind using wind turbines to produce electrical power. <p>Prior Learning: Changes in the environment (Year 5)</p> <p>Resources: Maps Atlases Rising star online links</p>		<p>processing and energy production</p> <p>Sustainable: maintaining balance between natural ecological systems through not harming the environment or not using up resources that will run out</p> <p>Tertiary (service) sector: sells services and skills, e.g. the health service, education, transportation, finance and business, retail, entertainment and tourism</p> <p>Prior Learning: Is our country changing? - year 5</p> <p>Curriculum Links: English: writing surveys, reports, persuasive speech, diary entry. Maths: interpreting graphs Art: exploring work of L.S. Lowry Computing: Researching online DT: architecture and house designs History: Looking at local history PSHE: Looking at communities.</p> <p>Resources: Clipboards Cameras Paper Pencils Computers Maps</p>	
Art (Kapow)		Knowledge/learning:		Knowledge/learning:		Knowledge/learning:

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		<p>Painting and mixed media: artist study</p> <p>Skills:</p> <ul style="list-style-type: none"> • Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. • Exploring the interplay between different media within an artwork. <p>Vocabulary: Abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate</p> <p>Prior Learning: Year 5 - Painting and mixed media: Portraits</p> <p>Curriculum Links: English - Spoken language</p> <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oil and soft pastels <input type="checkbox"/> Paint in a variety of colours <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Crayons <input type="checkbox"/> A3 paper (optional) <input type="checkbox"/> Marker pens (optional) <input type="checkbox"/> Digital cameras or devices with cameras, to share 		<p>Drawing: make my voice heard (take one artist)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. • Using sketchbooks to record observations and plans as drawings. • Learning about how artists develop their ideas using drawings. <p>Vocabulary: Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone</p> <p>Prior Learning: Year 5 - Drawing: I need space</p> <p>Curriculum Links: History – Mayans (2024)</p> <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Charcoal <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> A selection of materials to make handmade drawing tools <input type="checkbox"/> Drawing ink or paint <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Masking tape <input type="checkbox"/> Rubbers 		<p>Sculpture and 3D: making memories</p> <p>Skills:</p> <ul style="list-style-type: none"> • Investigating ways to express ideas in three-dimensions. • Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. • Developing drawn ideas into Sculpture <p>Vocabulary: Assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p> <p>Prior Learning: Year 5 - Sculpture and 3D: Interactive installation</p> <p>Curriculum Links: PSHE – Being Me</p> <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shoe boxes (one per child) <input type="checkbox"/> Corrugated cardboard <input type="checkbox"/> Recyclable packaging <input type="checkbox"/> Coloured paper and card <input type="checkbox"/> A selection of materials to construct with (such as: wire, clay, twigs, lollipop sticks, string, natural objects like pine cones) <input type="checkbox"/> Ready-mixed or acrylic paint <input type="checkbox"/> Masking tape, double sided tape and PVA glue
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				<input type="checkbox"/> Black marker pens <input type="checkbox"/> Black fine liner pens <input type="checkbox"/> A3 paper (optional)		<input type="checkbox"/> Collected personal items, could include objects like photos, coins, plastic models
DT	<p>Knowledge/learning: ‘Sewing phone covers’</p> <p>Skills: Learning to sew a back stitch, running stitch and a blanket stitch</p> <p>Vocabulary: Stitching, back stitch, running stitch, blanket stitch</p> <p>Prior Learning:</p> <p>Curriculum Links: Geography- Do we need a plastic phone case? What other materials can be used? How can we help save our environment?</p> <p>Resources: felt fabric, thread, needles, paper</p>		<p>Knowledge/learning: ‘Mechanical systems-creating a child’s toy’</p> <p>Skills: Using a hacksaw, understanding how mechanical systems work, accurately measure and cut wood</p> <p>Vocabulary: cams, mechanical, automata, components, hacksaw, dowel wood, prototype</p> <p>Prior Learning:</p> <p>Curriculum Links: Geography- How can we reuse wood? What toys can be made? Should materials be wasted? Let’s make a toy from shoe boxes and wood!</p> <p>Resources: shoe boxes, wood, saws, bench hooks, card, vices, dowels</p>		<p>Knowledge/learning: ‘Food & Nutrition’</p> <p>Skills: recall that nutrients, as well as water and fibre, are essential for health, identify the main nutrient provided by each <i>Eatwell Guide</i> food group and some individual everyday foods, analyse a selection of products and express their opinions about ingredients using sensory vocabulary.</p> <p>Vocabulary: nutrition, nutrients, vitamins, healthy fats, food groups, fibre, probiotics</p> <p>Prior Learning:</p> <p>Curriculum Links: Geography - How will our world look in the future and how will we look? How can we be healthy? How can we eat well? Maths link- percentages of obesity around the world</p> <p>Resources: Ingredients TBD and ordered - children can create a healthy dip? Healthy pizzas?</p>	
Computing (Purple Mash)	Knowledge and Learning: Unit 6.1 Coding using scratch	Knowledge and Learning: Unit 6.4 Blogging	Knowledge and Learning: Unit 6.3 Spreadsheets	Knowledge and Learning: Unit 6.5 Text adventure	Knowledge and Learning: Unit 6.6 Networks	

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	<p>Skills: Designing and debugging programmes on scratch, using variables within their games</p> <p>Vocabulary:</p> <p>Action Alert Algorithm Bug Code Design Command Control Bug/ Debugging Event Function Get Input If If/Else Input Output Object Repeat Sequence Selection Simulation Tabs Timer Variable</p> <p>Prior Learning:</p> <p>Curriculum Links: At the end of the unit can they create their own Viking themed game on Scratch?</p> <p>Resources:</p>	<p>Skills: Identifying the purpose of writing a blog, identifying features of a successful blog, understanding how and why we can create a blog and how and why to comment on certain posts.</p> <p>Vocabulary:</p> <p>Audience Blog Blog page Blog post Collaborative Icon</p> <p>Prior Learning:</p> <p>Curriculum Links: Blogs can be created about their life in Year 6 or based on trips/ lessons and topics covered this year</p> <p>Resources: Computer, draft books</p>	<p>Skills: To be able to know why and when a spreadsheet can be used, to be able to work out mathematical calculations on a spreadsheet, using a spreadsheet to budget.</p> <p>Vocabulary:</p> <p>Average</p> <p>Advanced mode Copy and paste</p> <p>Columns</p> <p>Cells</p> <p>Dice</p> <p>Equals tool</p> <p>Formula Move cell tool Random tool Rows Spin tool Spreadsheet Timer</p> <p>Prior Learning:</p> <p>Curriculum Links: Maths - Probability, four operations</p> <p>Resources: Computer</p>	<p>Skills: To understand what a text adventure is, to create a story based adventure and to be able to code one</p> <p>Vocabulary:</p> <p>Chart Diagram Nodes Icons Sequence Variables Binary</p> <p>Prior Learning: Coding in Autumn</p> <p>Curriculum Links: Geography - Children create a text adventure based on recycling</p> <p>Resources: Computer, draft books for planning, planning sheet</p>	<p>Skills: To understand the difference between WAN & LAN, to understand the difference between the WWW and the internet and to understand how we are able to access the internet</p> <p>Vocabulary: World Wide Web WAN LAN network router wireless networks</p> <p>Prior Learning:</p> <p>Curriculum Links: Topic - Where does our stuff come from, discussions about buying and selling online</p> <p>Resources:</p>	
PE	Dance/ Fitness	Gymnastics/ Hockey	Yoga/ Handball	Tag Rugby/ Volleyball Knowledge and Learning	Tennis/ Athletics Knowledge and Learning	Rounders/ Basketball

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	<p>Knowledge and Learning</p> <p>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p>Skills:</p> <p>Physical: Strength</p>	<p>Knowledge and Learning</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Skills:</p>	<p>Knowledge and Learning</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p> <p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p>	<p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Volleyball: In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the</p>	<p>In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</p>	<p>Knowledge and Learning</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
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	<p>Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing scores</p> <p>Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: Sharing ideas Social: Consideration of others Social: Inclusion Social: Respect Social: Leadership Social: Supporting others Emotional: Empathy Emotional: Confidence Thinking: Observing & providing feedback Thinking: Using feedback to improve Thinking: Selecting & applying skills</p> <p>Vocabulary: fitness strength speed power agility coordination balance stamina</p>	<p>Physical: Straddle roll Physical: Forward roll Physical: Backward roll Physical: Counter balance Physical: Counter tension Physical: Bridge Physical: Shoulder stand Physical: Handstand Physical: Cartwheel Physical: Headstand Physical: Vault Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving</p> <p>Physical: Dribbling Physical: Passing Physical: Receiving Physical: Tackling Physical: Creating and using space Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p> <p>Vocabulary:</p>	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>Skills:</p> <p>Physical: Balance Physical: Strength Physical: Flexibility Physical: Coordination Social: Leadership Social: Sharing ideas Social: Working safely Emotional: Confidence Emotional: Working independently Thinking: Creating Thinking: Selecting and applying actions Thinking: Observing and providing feedback</p> <p>Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Intercepting</p>	<p>people they play with and against.</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>Skills:</p> <p>Physical: Throwing Physical: Catching Physical: Running Physical: Dodging Physical: Scoring Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Confidence Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p> <p>Physical: throw, catch, jump, set, dig, serve, rally</p>	<p>Skills:</p> <p>Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying tactics Thinking: Evaluating and improving</p> <p>Physical: Pacing Physical: Sprinting Physical: Jumping for distance Physical: Push throwing for distance Physical: Fling throwing for distance Social: Negotiating Social: Collaborating with others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>Vocabulary:</p> <p>forehand backhand volley groundstroke underarm serve communication</p>	<p>Skills:</p> <p>Physical: Throwing & catching Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others Emotional: Honesty & fair play Emotional: Confident to take risks Emotional: Managing emotion Thinking: Decision making Thinking: Using tactics Thinking: Identifying how to improve Thinking: Selecting skills</p> <p>Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p> <p>Vocabulary:</p> <p>throwing</p>
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	<p>agility perserverance</p> <p>choreograph canon warm up dance emotion dynamics formation transition</p> <p>Curriculum Links:</p> <p>ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions</p> <p>MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Using stopwatches to time a partner in fitness challenges Placing cones set distances apart</p> <p>SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness Learning about muscles and what they are used for</p> <p>ENGLISH</p>	<p>straddle roll forward roll backwards roll balance coordination vault headstand balance tension bridge shoulder stand handstand vault cartwheel</p> <p>dribbling passing receiving tackling space shooting communication team work honesty</p> <p>Curriculum Links:</p> <p>ENGLISH Learning of key vocabulary - inversion, symmetrical, asymmetrical, counter balance, counter tension Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards</p> <p>MATHS Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands Mirroring and matching movements</p>	<p>Physical: Shooting Social: Collaboration Social: Communication Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and provide feedback</p> <p>Physical: Rotation Physical: Sculling Physical: Treading water Physical: Gliding Physical: Front crawl Physical: Backstroke Physical: Breaststroke Physical: Surface dives Physical: Floating Physical: Huddle and H.E.L.P. position Social: Communication Social: Supporting and encouraging others Emotional: Determination Thinking: Creating Thinking: Decision making Thinking: Using tactics</p> <p>Vocabulary:</p> <p>balance strength flexibility coordination leadership safely independently</p> <p>throwing catching dribbling intercepting shooting</p>	<p>Social: communication, respect, support and encourage others Emotional: perseverance, honesty, determination Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection</p> <p>Physical: Rotation Physical: Sculling Physical: Treading water Physical: Gliding Physical: Front crawl Physical: Backstroke Physical: Breaststroke Physical: Surface dives Physical: Floating Physical: Huddle and H.E.L.P. position Social: Communication Social: Supporting and encouraging others Emotional: Determination Thinking: Creating Thinking: Decision making Thinking: Using tactics</p> <p>Vocabulary:</p> <p>throwing catching running dodging scoring</p> <p>volleyball player ball net court serve team</p>	<p>honesty</p> <p>paceing sprinting jumping push throw teamwork</p> <p>Curriculum Links:</p> <p>ENGLISH Learning of key vocabulary: principle, interception, opponent, transfer, angle, possession. Understand and follow instructions. Discuss tactics and communicate with team- mates, opponents and officials.</p> <p>MATHS Estimating distances. Using angles to close down space.</p> <p>ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers</p> <p>SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises</p>	<p>catching bowling runs batting tracking fielding</p> <p>throwing catching intercepting shooting</p> <p>Curriculum Links:</p> <p>ENGLISH Learning of key vocabulary - fielders, continuous, striking, tracking, bowling, outwitting Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating ideas with a partner or team</p> <p>MATHS Estimating distances between bases Keeping the score using half and full rounders</p> <p>ENGLISH Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group</p> <p>MATHS</p>
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	<p>Learning of key vocabulary- stimulus, dynamics, formations, choreograph, relationship, contrasting Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Expressing an understanding of rhythm through movement Counting music to create movement</p> <p>Resources:</p> <p>record sheets speed bounce cones skipping ropes mats</p> <p>get set pe chairs music</p>	<p>Creating symmetrical and asymmetrical shapes</p> <p>SCIENCE Developing an understanding of momentum and how it helps to build force and enable rolls Learning the names of muscles in body tension exercises</p> <p>ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Discussing tactics and communicating these with a partner and group.</p> <p>MATHS Adding scores in the tournament to get a final placing. Creating goals and playing areas of set distances. Estimating distances away from a partner.</p> <p>Resources: gym mats vaults balance beam benches ropes vault crash mat</p> <p>hockey stick hockey ball</p>	<p>rotation sculling treading water gliding front crawl backstroke breaststroke floating</p> <p>Curriculum Links:</p> <p>ENGLISH Learning vocabulary - meditation, mindfulness, wellbeing. Communicating ideas, thoughts and feelings. Communicating with others.</p> <p>ENGLISH Learning key vocabulary – opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing when they were successful and areas for improvement</p> <p>MATHS Estimating distances Discussing how the position of a player can decrease the space</p> <p>Resources:</p>	<p>attack defend rotation ace dig spike set block</p> <p>rotation sculling treading water gliding front crawl backstroke breaststroke floating</p> <p>Curriculum Links:</p> <p>ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team</p> <p>MATHS Adding scores in the tournament to get a final placing Estimating distances</p> <p>Learning of key vocabulary: see 'Knowledge Organiser' and</p>	<p>Exploring transferring weight to create power in throws</p> <p>MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Calculating distances and dividing metres between their group</p> <p>Resources: Tennis racket tennis ball</p> <p>discus triple jump mats long jump mats javelin measuring tape timer baton</p>	<p>Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament</p> <p>Resources:</p> <p>rounders bat rounders ball posts cones</p> <p>basketball basketball hoop</p>
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RE (Discovery RE)	<p>Beliefs and practices</p> <p>Knowledge and Learning: What is the best way for A Muslim to show commitment to God?</p> <p>Skills: learning to understand some of the ways Muslims show commitment to God and to evaluate whether this is a best way</p> <p>Vocabulary: Five Pillars, Zakah, Sawm, Qu'ran, Hajj, Ramadan</p> <p>Prior Learning:</p> <p>Curriculum Links:</p>	<p>Christmas</p> <p>Knowledge and Learning: Do Christian celebrations and traditions help Christians understand who jesus was and why he was born?</p> <p>Skills: learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in jesus.</p> <p>Vocabulary: Christians, Christmas, Celebration, incarnation, traditions, crib, carols</p> <p>Prior Learning:</p>	<p>Beliefs and meaning</p> <p>Knowledge and Learning: Is anything ever eternal?</p> <p>Skills: learning to evaluate different beliefs about eternity and to understand the Christian perspective of this.</p> <p>Vocabulary: Agape, commandments</p> <p>Prior Learning:</p> <p>Curriculum Links:</p> <p>Resources: Bible stories Love, Matthew 6:43-47</p>	<p>Easter</p> <p>Knowledge and Learning: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Skills: learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion</p> <p>Vocabulary: Lent, Ash Wednesday, Shrove Tuesday, Fish symbol, CAFOD, Commandments</p> <p>Prior Learning:</p>	<p>Beliefs and moral values</p> <p>Knowledge and Learning: Does belief in Akhirah (life after death) help muslims lead good lives?</p> <p>Skills: learning to identify ways in which muslims try to lead good lives and how their belief in Akhirah influences this</p> <p>Vocabulary: Akhirah, Muhammed, Qu'ran, Five pillars, Jihad, Ummah</p> <p>Prior Learning:</p> <p>Curriculum Links:</p>	<p>Beliefs and moral values</p> <p>Knowledge and Learning: Does belief in Akhirah (life after death) help muslims lead good lives?</p> <p>Skills: learning to challenge stereotyping through misunderstanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p> <p>Vocabulary: Akhirah, Muhammed, Qu'ran, Five pillars, Jihad, Ummah</p> <p>Prior Learning:</p>

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	<p>Resources:</p> <p>www.bbb.co.uk/education/clips/zsqvcdm: salat – Muslim prayer</p> <p>www.bbc.co.uk/education/clips/z4vjxnb: Muslims and charity</p> <p>www.islamic-relief.org.uk: Muslin Charity</p> <p>www.bbc.co.uk/education/clips/zw37tfn Fasting during Ramadan</p>	<p>Curriculum Links:</p> <p>Resources:</p> <p>Bible stories:</p> <p>Angel visiting Mary, Luke 1:26-38</p> <p>Mary’s song, Luke 1:47-55</p> <p>Joseph, Matthew 1:18-25</p> <p>God as Man, John 1:14</p>	<p>Commandments, Mark 12:29-31</p> <p>The lost son, Luke 15:11-32</p> <p>Healing, Luke 17:11-9</p> <p>Forgiveness, Luke 23:34</p> <p>Love, John 3:16</p> <p>Letter to Corinthians 13:4-13</p> <p>Eternal life , John 3:16</p> <p>Walk to Emmans, Mark 16:12-13</p> <p>Beach Barbeque, John 21:1-14</p>	<p>Curriculum Links:</p> <p>Resources:</p> <p>Bible stories</p> <p>Love their neighbour, Mark 12:28-31</p> <p>Internet search – Christians who are suffering for their beliefs</p> <p>www.opendoorsusa.org/christainpersecution/world-watch-list/: Religions of the world where persecution happens</p>	<p>Resources:</p> <p>www.bbc.co.uk/education/clips/zwvq6sg What does it mean to be a Muslim?</p> <p>www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml</p> <p>www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml</p>	<p>Curriculum Links:</p> <p>Resources:</p> <p>www.bbc.co.uk/education/clips/zwvq6sg What does it mean to be a Muslim?</p> <p>www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml</p> <p>www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml</p>
<p>Music (Charanga)</p>	<p>Knowledge and Learning: Music and Technology. To learn, sing and perform ‘Do what you want to’, ‘It’s all about love’ and ‘Sunshine on a rainy day’.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse.,vocal, backing, beat, tempo, dynamics</p> <p>Prior Learning: To know how to use the warm up games to prepare voices for the learning.</p> <p>Curriculum Links:</p>	<p>Knowledge and Learning: Developing Ensemble Skills To learn, play, sing and perform ‘My Best Friend’, ‘Swinging Star’ and ‘Roll Alabama’.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse, beat, tune, melody, tempo, dynamics</p> <p>Prior Learning: To know and understand the vocabulary used in previous lessons.</p> <p>Curriculum Links:</p>	<p>Knowledge and Learning: Creative Composition To learn, play, sing and perform ‘Disco Fever’, ‘La Bamba’ and ‘Change’.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse.,vocal, backing, beat, tempo, dynamics</p> <p>Prior Learning: To know how to use the warm up games to prepare voices for the learning.</p>	<p>Knowledge and Learning: Musical Styles Connect Us To learn, play,sing and perform ‘Let’s Rock’, ‘Simple Things’ and ‘Friendship should Never End.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse.,vocal, backing, beat, tempo, dynamics</p> <p>Prior Learning: To know how to use the warm up games to prepare voices for the learning.</p>	<p>Knowledge and Learning: Improvising with Confidence To learn, play, sing and perform Wake Up, Down By the Riverside, Dance the Night Away and/or Leavers show songs.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse.,vocal, backing, beat, tempo, dynamics</p> <p>Prior Learning:</p>	<p>Knowledge and Learning: To learn, play, sing and perform Heal the Earth, Let’s go Surfin and So Amazing.</p> <p>Skills: Listening, finding and keeping a steady beat, copy-back improvisation, singing, playing instruments</p> <p>Vocabulary: Improvise, compose, verse perform, appraise, rhythm, pitch, tone, pulse., vocal, backing, beat, tempo, dynamics</p> <p>Prior Learning: To know how to use the warm up games to prepare voices for the learning.</p>

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	<p>Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: glockenspiels, flutes, recorders, body percussion</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: Musical instruments (class can choose) use band/orchestral musical instruments</p>	<p>To know and understand the vocabulary used in previous lessons.</p> <p>Curriculum Links: Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: Musical instruments (class can choose) use band/orchestral musical instruments</p>	<p>Curriculum Links: Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: Musical instruments (class can choose) use band/orchestral musical instruments</p>	<p>To know how to use the warm up games to prepare voices for the learning.</p> <p>Curriculum Links: Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: Musical instruments (class can choose) use band/orchestral musical instruments</p>	<p>To know all the words of the song from previous lessons.</p> <p>Curriculum Links: Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.</p> <p>Resources: Musical instruments (class can choose) use band/orchestral musical instruments</p>
<p>PSHE (SCARF)</p>	<p>Me and My Relationships</p> <p>Knowledge and Learning:</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</p> <ul style="list-style-type: none"> To recognise that their actions affect themselves and others (revision). To judge what kind of physical contact is acceptable/unacceptable and how to respond <p>Skills: Empathy, self-awareness, motivation social skills</p>	<p>Valuing relationships</p> <p>Knowledge and Learning:</p> <p>Skills: Managing feelings Empathy, Social skills, Self-awareness (anti-bullying week in November)</p> <p>Vocabulary: emphasise</p> <p>Prior Learning: Year 5 lessons</p> <p>Curriculum Links RE</p> <p>Resources: worksheets</p>	<p>Keeping myself safe</p> <p>Knowledge and Learning:</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Skills: Motivation, self-awareness</p> <p>Vocabulary</p> <p>Prior Learning; Year 5 lessons</p>	<p>Rights and responsibilities</p> <p>Knowledge and Learning:</p> <p>Skills: Self-awareness, Managing feelings, empathy</p> <p>Vocabulary</p> <p>Prior Learning: Year 5 lessons</p> <p>Curriculum Links</p> <p>Resources: worksheets</p>	<p>Being my best</p> <p>Knowledge and Learning:</p> <p>Skills: Motivation, social skills, managing feelings</p> <p>Vocabulary</p> <p>Prior Learning: Year 5 lessons</p> <p>Curriculum Links</p> <p>Resources: worksheets</p>	<p>Growing and changing</p> <p>Knowledge and Learning:</p> <p>To learn how their bodies will change as they approach and move through puberty).</p> <p>(To learn about human reproduction including conception).</p> <ul style="list-style-type: none"> To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact. <p>Skills: Motivation, social skills, managing feelings</p> <p>Vocabulary: Anticipation, over-reaction, empathy, empathise, anxiety, anxious</p> <p>Prior Learning: Year 5 lessons</p>

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	<p>Vocabulary: empathise</p> <p>Prior Learning: Year 5 lessons</p> <p>Curriculum Links: music</p> <p>Resources: worksheets</p>		<p>Curriculum Links</p> <p>Resources: worksheets</p>			<p>Curriculum Links</p> <p>Resources: worksheets</p>
Maths	<p>Integers and decimals</p> <ul style="list-style-type: none"> •Represent, read, write, order and compare numbers up to ten million •Round numbers, make estimates and use this to solve problems in context •Solve multi-step problems involving addition and subtraction <p>Multiplication and division</p> <ul style="list-style-type: none"> •Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately •Illustrate and explain formal multiplication and division strategies 	<p>Calculation problems</p> <ul style="list-style-type: none"> •Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values <p>Fractions</p> <ul style="list-style-type: none"> •Deepen understanding of equivalence •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions <p>Missing angles and length</p>	<p>Coordinates and shapes</p> <ul style="list-style-type: none"> •Draw a range of geometric shapes using given dimensions and angles •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle <p>Fractions</p> <ul style="list-style-type: none"> •Represent multiplication involving fractions •Multiply two proper fractions •Divide a fraction by an integer <p>Decimals and measure</p> <ul style="list-style-type: none"> •Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units •Calculate the area of parallelograms and triangles 	<p>Percentage and statistics</p> <ul style="list-style-type: none"> •Calculate and compare percentages of amounts •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts <p>Proportion problems</p> <ul style="list-style-type: none"> •Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor •Unequal sharing involving ratio <p>SAT Revision</p>	<p>SAT Revision</p>	<p>Consolidation</p> <p>careers week - Money matters</p>

Long Term Plan Year 6 2024-2025

		<ul style="list-style-type: none"> •Compare and classify a range of geometric shapes •Use angle facts to find unknown angles 	<ul style="list-style-type: none"> •Calculate, estimate and compare the volume of cuboids 			
French	<p><u>Let's Visit a French Town</u> - class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.</p> <p><u>Key learning</u></p> <ul style="list-style-type: none"> • make simple sentences with habiter (to live); • listen to and join in a song; • recognise key words and phrases and respond; • use gestures to support what they are saying; • use a bilingual dictionary with support; • identify places in a French town or city; • listen for familiar vocabulary; • recognise ordinal numbers; • recognise a spelling pattern. <p><u>Resources</u></p> <p>Bilingual dictionaries (book or online)</p>	<p><u>Let's Go Shopping</u> - Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.</p> <p><u>Key learning</u></p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions using the topic vocabulary; • take part in role play as a shopper/shopkeeper, speaking in French; • greet and respond; • use the preposition entre; • write money amounts in French, up to 500 € in multiples of 50. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Whiteboards/paper • Euro Money Cut Outs 	<p><u>This is France</u> - unit will teach your class key vocabulary related to France and, in particular, Paris. Your class will learn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focuses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to the themes which run through this unit.</p> <p><u>Key learning</u></p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer to a sentence using the topic vocabulary; • create sentences independently, using a model sentence; • write numbers in words which are multiples of ten; • describe position up to 4 compass points. 			<p><u>All in a Day</u> - class will learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. They will learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned.</p> <p><u>Key learning</u></p> <ul style="list-style-type: none"> • say and write a sentence to tell the time (o'clock and half past); • understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir; • tell the time in 24-hour time - o'clock and half past; • read and interpret time <p><u>Resources</u></p> <ul style="list-style-type: none"> • Individual whiteboards/paper

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	<ul style="list-style-type: none">• Strips of card for headbands (wide border roll works well)• Stapler• 0-9 dice• Large digit cards		<p><u>Resources</u></p> <ul style="list-style-type: none">• English-French dictionaries• Individual whiteboards/paper• Atlases• Equipment to play music for Stations Game.• Music for the Game• Individual whiteboards/paper• English-French dictionaries• Access to the internet to use an online translator			
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