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| **Year 6 – Curriculum Overview 2020-21**  Objectives needing embedding from Y5**.** | | | | | | | |
| **Subject** | **Autumn 1**  **Walls and Barricades** | | **Autumn 2**  **Dudley and beyond** | **Spring 1**  **The Blitz** | **Spring 2**  **Iceberg Ahead** | **Summer 1**  **The Globe** | **Summer 2**  **Digital Dragon’s Den** |
| **Essential Learning** | -What it was like when Hadrian’s Wall was built.  -The effects of the rise of The Berlin Wall.  -The impact of the Great Wall of China on the people, the economy and understand why it is known as one of the great wonders of the world.  -The messages resented through building of both physical walls and understand the various types of social barriers that exist.  -The impact of the Apartheid regime on the life of South African people and Nelson Mandela’s human rights campaign.  -The impact of current walls and barricades on communities e.g. Mexico, Palestine/Israel West Bank, Northern Ireland Peace Wall. | | -Locate the Black Country and regions within the UK.  -Significant human and physical characteristics of the Black Country.  -Name other boroughs of the Black Country (councils).  -Know about key transport links including; train, metro, motorway and airport links.  - Know about local historic industry and coal mining.  -Understand diversity in local communities and impact on our locality.  -Devise historical questions which look at change, cause and similarity.  -Identify links between local landmarks and the locality’s history.  -Develop a secure chronological knowledge of significant events in regional history. | -World War 11 started in September 1939 and ended in 1945.  -Neville chamberlain declared war on Germany in 1939.  -Winston Churchill became Prime Minister after Neville Chamberlain in 1940.  -The main countries involved in World War ii were Germany, Italy, Japan, France, the USSR, USA, Poland, China and Great Britain.  -The Blitz in UK cities such as London and Coventry took place between September 1940 and May 1941.  -Sources such as propaganda posters have different purposes and can be biased.  -The war effort was supported by the British at home with initiatives such as ;’make do and mend’ and ;dig for victory’.  -Rationing was when each household only had a certain amount of food, clothes and fuel as nothing could be imported into Britain. It was introduced in 1940.  -Anne Frank was born in 1929 and dies in Burgen-Belson Concentration Camp, 1945.  -The word Holocaust means to kill on a large scale.  -During world war ii, millions of children were evacuated from the city to the countryside where it was safe from bombing and air raids.  -Germany surrendered on 8th may 1945 – this is known as VE Day (Victory in Europe Day). | -The Titanic sank on 15th Apri 1912.  -The Titanic was built in Belfast.  -She set sail on her maiden voyage from Southampton to New York on 10th April 1912.  -The wreck of the Titanic was first found by a man named Robert Ballard in 1985.  -There were many contributing factors to why the Titanic disaster caused such a large loss of life, including the lack of lifeboats on board.  -There were many contributing facts for why the Titanic sank so quickly including a lack of communication.  -The California Gold Rush started in 1848.  -The most famous Gold Rush took place in California but there were others across the United States.  -Immigration is when a person leaves one country and settles permanently in another.  -The US has 50 states of which 13 were original colonies; Delaware, South Carolina, New Hampshire, Virginia, Connecticut, New York, Pennsylvania, New Jersey, Maryland, North Carolina, Rhode Island, Massachusetts and Georgia.  -The US has six time zones spanning the country. The country has ties that are behind the times in the UK.  -The Mississippi River runs from Lake Itasca to the Gulf of Mexico and is the fourth longest river in the world.  -An American National Park is a place of conservation, where animals and habitats are protected. These parks include the Yellowstone National Park, The Everglades, Death Valley and the Grand Canyon.  -People in Americal history have changed the country over time and made significant impacts. These include: Martin Luther King Jr, George Washington, Abraham Lincoln, John. F.Kennedy and Barack Obama. | **-**Know that Williams Shakespeare is a famous play write who lived in Elizabethan times.  -Know that William Shakespeare was born in 1564.  -Know that we can use both primary and secondary sources to find out about a historical period.  -To know that many words commonly used today were coined by William Shakespeare.  -Know that Williams Shakespeare was born and lived in Stratford Upon Avon.  -William Shakespeare wrote for and part owned the Globe Theatre in London.  -Know that Tudor monarchs commissioned many portraits of themselves.  -Know that media images do not always reflect reality.  -To know the difference between a relief and an impress printing technique. | **Available April 2022** |
| **Vocabulary** | Walls, barricades, divide, separation, unite, defend, protect, Great Wall of China, Apartheid, Hadrian’s Wall, Berlin Wall, Scotland, England, North Sea, Solway Firth, Lake District, North Pennines, graffiti, Nelson Mandela, Johannesburg, Mexico wall. | | Birmingham, Wolverhampton, Dudley. Networks, Worcester, Green Belt Land, Motorway, Transport, Religions, Mosque, Hindu Temple, Yemeni. Gurdwara, Cathedral, Divali, Community centres, Reggae, Wolves, Albion, Aston Villa, Birmingham City, Wider Families, Immigration, Airport. | Air raid, Luftwaffe, blackout, evacuee, evacuate, rationing, German, bombing, zeppelin, shelter, target, attack, ports, siren, Coventry Cathedral, London, Winston Churchill, Clement Atlee, Neville Chamberlain, Victoria Cross, gas mask, Nazis, Adolf Hitler, spitfire, hurricane, Holocaust, invade, occupy, surrender, wireless, Chancellor, conflicting emotions, allied powers, propaganda. | Class, change, colony, culture, environment, hope, immigration, impact, latitude, longitude, migration, native, passenger, president, prime meridian, sank, state, timezone, Titanic, trade, transatlantic, tourism, wreck | Significant individual, monarch, Elizabethan, settlement, proportion, strategies, playwright, Stratford Upon Avon, William Shakespeare |  |
| **Maths – White Rose** | Number: Place Value  Number: Addition, Subtraction, Multiplication and Division.  Number: Fractions  Geometry: position and Direction | | | Number; Decimals  Number; Percentages  Number: Algebra  Measurements; Converting Units  Measurement; Perimeter, Area and Volume  Number: Ratio  Consolidation | | Statistics  Geometry: Properties of Shape  Consolidation  Theme Projects | |
| **English/ Key Texts** | The Fantastic Flying Books of Mr Morris – narrative fantasy (Y5 WS)  Goldilocks – newspaper report (WS)  Henry’s Freedom Box  Freedom’s School  The Kidnapped Prince  Text: A Kid in my Class (poems)  Harry Potter | | Together/paper man – story (WS)  Refugees – speech (Y5 WS)  Scrouge – letter (WS)  Jack O’Beans, Robert Aston. | Rose Blanche – story (WS)  The Diary of a Young Girl – diary  Goodnight Mr Tom - ?  When Hitler Stole Pink Rabbit  Captain Tom Moore/One Hundred Steps  Archie’s War  Text: Bugle: We Will Remember Them  Poppy Field, Michael Morpurgo  Text: When the Sky Falls. | Emperor penguins – non chronological report (WS)  Scot of the Antarctic – diary (WS)  Text: What not to do if you turn invisible. | Animal Kingdom – poetry (WS)  Varmints – story (WS) | The Journey – story (WS)  The Boy Who Grew Dragons  A Monster Calls – narrative horror (WS) |
| **Culture, Diversity and Equality** | Apartheid and Nelson Mandela.  Text: Me, my dad and the end of the Rainbow  Key pieces of music:  Free Nelson Mandela <https://www.youtube.com/watch?v=AgcTvoWjZJU>  Key works of art: | | Lenny Henry  Meera Syal  Beverley Knight  Text: George  Key piece of Music: Am Yow a Yam Yam by Jonny Cole.  Key art works: Black Country Route Sculpture Trail  Key Poem: Into the Sun  <https://www.youtube.com/watch?v=jYU1VM8ZF9Y> | Flight Lieutenant Ulric Cross (Trinidad – RAF)  Esther Bruce (Volunteer Fire watcher – Guyana)  Sam King (RAF)  Lilian Bada (Women’s Auxiliary Air Force)  Major Frank Foley  Text: Break the Mould  Key pieces of music: White Cliffs of Dover, Run Rabbit Run, We’ll Meet Again, Don’t Fence Me In.  Key poem: The Evacuee, Shirley Tomlinson  Key art works: The Blitz by LS Lowry. | George Washington Gibbs – first African-American to reach the Antarctic.  Matthew Henson  Text: Pea’s Book of Best Friends  Key piece of Music: What a Wonderful World, Louis Armstrong  Winter – Vivaldi  Let it Be – The Beatles.  Key piece of art: Winged Victory of Samothrace (Sculpture – Louvre)  Key Poem: Warned – Sylvia Stults | 100 Great Black Britons  George Floyd (2020)  Rosa Parkes  Michelle Obama  Martin Luther King  Text: The Story of Ruby Bridges  Becoming Mohammed Ali  Text: Young Gifted and Black  Key piece of Music: Greensleeves  Key piece of art: Scene from a Midsummer Night’s Dream – Edwin Landsee  Key Poem: Exchange a range of famous quotes from Shakespeare plays. | How technology is changing the way we share Black History.  Black Inventor – Granville Woods  Otis Boykin – electrical resistors  Marie Van Briton Brown – prototype for CCTV  Shirley Jackson – touch tone telephone.  James E. West – microphone  Text: What is Gender, how does it define us and other big questions.  Text: Understanding Transgender |
| **Enrichment** | Harry Potter World (Train Trip) | | | Imperial War Museum | | Residential Trip | |
| **Learning Through Nature**  National Outdoor Curriculum | **Introduction to the Stone Age**.  (Y6, pg 72-85)  Examine changes in Britain from stone age to the iron age, late Neolithically hunter-gatherers.  Constructing using natural materials and ancient techniques.  Learning to understand Stone Age hunting tools and strategies to hunt prey.  How early humans lit fire.  Customs and practices of our Earliest ancestors – understanding Stone Age burial.  Compare, make inferences and draw conclusions.  Making connections between adaptations, evolution and extinction. | | **Study a period beyond 1066 that is significant within the locality.**  (Y5, pg 72-85)  Visit a historical building. (church) and the importance in community over time.  Explore a graveyard as a primary source to gather local historical information.  Collecting historical information from a primary source to test a hypothesis.  Collect historical information from a primary source to conduct a focused study about one person.  Use lichen as a primary source of time measurement.  Collect historical information from a tree as a primary source. | **Use fieldwork to observe human features in the local area.**  (Y6, pg 60-71)  Identify control points on a map.  Orientating a map using an 8 point compass.  Follow a cross country trail.  Pacing skills and using the 8 point compass to give directions and estimate positions on a map.  Use degrees and pacing to identify control markers and collect information about rivers of the world. | **Study of living things.**  (Y6, pg 44-57)  Sort leaves into broad groups giving reasons for classification based on characteristics.  Use a dichotomous key to identify tees in the learning area.  Use the dichotomous tree to collect data about tree species in repose toa questions.  Use the key to identify fruits, seeds and plants.  Investigate the diversity of invertebrates found in the outdoor area  Tale action to increase the biodiversity of the outdoor area. | **Languages (French)**  (Y6 pg 114-127)  How to use letters of the alphabet to play a game.  Using words to describe weather, identify trees and their seeds.  Use vocabulary linked to seasons, colours and weather to comment upon natural objects.  Express likes and dislikes towards fruits.  Revise and practice expressing preferences for food. | **Art: Leaf studies**  (Y5, pg 86-99)  Exploring how line can be used to capture the essence of nature.  Exploring the use of line to recreate patterns from nature.  Exploring a limited palette technique to record nature’s tones and shades.  Finding colours in leave and exploring how these can be recorded using the wet-on-wet watercolour technique.  Exploring pattern and special organisation by studying the style of William Morris using leaves and plants.  Use clay to create tiles to capture the essence of place inspired by nature. |
| **Wellbeing Moments** | Pupils will reflect on issues which can become barriers between people such as race, religion, sexuality, gender and understand how these can be overcome.  Pupils can empathise with people who may have to be separated from family or home such as refugees. | | Pupils will reflect on how one person can have a significant impact on the lives of many others and consider the impact they have on others.  Pupils will understand how hobbies and other activities are rewarding and enjoyable.  Pupils will learn that perseverance with an interest can have long term rewards. | Pupils are encouraged to show empathy to those families who lost loved ones during the war. They will reflect on their own lives and experiences and explore how they can cope with loss and bereavement.  Pupils are encouraged to show empathy towards Anne Frank and how she was persecuted for being who she was. Pupils will understand the importance of respecting everyone’s religion, race, gender, culture and age. | Pupils will learn about first, second and third class tickets for the journey on board the Titanic and look at the differences in comfort, luxuries and living conditions.  Pupils will listen to ‘What a Wonderful World’ a reflect on how to lyrics of the song provided an uplifting message during a turbulent time in the US.  Pupils will listen to ‘Ol Man River’ performed by Paul Robeson, taking note of the way the song makes them feel and the lifestyle it seems to convey. | Pupils will recognise that various situations can cause a range of emotions, some of which are very intense**.**  Pupils explore simple self-care techniques...including benefits of interests and hobbies.  The benefit of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  How to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others’ feelings. |  |
| **Science** | **Evolution and inheritance**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.   **Experiments:**  **Comparative and fair testing:**  Hook- Joseph has noticed that the birds in his garden eat different things. He thinks this is something to do with the shape of their beaks. Is this true?    Battle of the beaks resources- STEM website. | | **Properties and change of materials**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda   **Experiments-**  **Observing over time:**  Hook- Kelly has spilt a lot of water into some water. Sarah says she won’t get the salt back. Is this true? | **Animals, including humans**   * 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   **Experiments:**  **Observing over time:**  Hook- David is training to run a marathon. He needs to improve his training heart rate and find out what he should be eating. Can you help him?    **Observing over time:**  Hook- Sam says that some exercises will raise the heart rate more than others, Is he correct? | **Living things and their habitats**   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals · * Give reasons for classifying plants and animals based on specific characteristics   **Experiments:**  **Identifying and classifying:**  Hook- Mrs Williams has a lot of pictures of buttercups. She says she can’t make a classification key from them because they are all the same. Is she correct? | **Light**   * 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 shape as the objects that cast them   **Experiments:**  **Comparative and fair testing:** Hook- Fiona has noticed that it’s getting darker as she walks home from school. She wants to find a suitable material to add to her jacket so she can be seen by cars. Can you help her? | **Electricity**   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches · * Use recognised symbols when representing a simple circuit in a diagram   Experiments-  Pattern Seeking:  Hook- Gordan says that things that are magnetic make good conductors. Is he correct? |
| **History** | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade * When finding answers to historical questions, they begin to use information as evidence to test hypothesis * They begin to produce structured work, making appropriate use of dates and terms * Recall, select and organise historical information to produce structured work * Make use of dates and terms * Evaluate sources to establish evidence for particular enquiries   *Black History links: Hadrian of Canterbury – African Abbott in Church of England*  *Apparteid and Nelson Mandela* | | * They begin to produce structured work, making appropriate use of dates and terms * Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework * Pupils show their knowledge and understanding of local, national and international history   -To select and deploy information and make appropriate use of historical terminology to support and structure their work | -Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy.  -Ask valid questions about the cause and consequences of events.  -Describe the positive and negative impacts of an individual event or period of history on modern society.  -Appreciate bias in source materials and understand the importance of interpreting source information  -Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information. | -Ask valid questions about the cause and consequences of events.  -Describe the positive and negative impacts of an individual event or period of history on modern society.  -Appreciate bias in source materials and understand the importance of interpreting source information  -Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information.  -Explain how the lives of significant individuals or significant historical events have contributed to national and international achievements or have impacted our loves today. | -Apply historical vocabulary to a range of contexts, time periods and historical concepts.  Note the connection, contrast an trends over time in two or more periods of history.  -Ask valid questions about the cause and consequences of events.  -Describe the positive and negative impacts of an individual event or period of history on modern society.  -Explain how the lives of significant individuals or significant historical events have contributed to national and international |  |
| **Geography** | -Increasing depth of knowledge of the UK and wider world (Y6)   -Describe and explain changes to places and how they might change in the future (Y6)   -Human geography- population and urbanisation, the use of natural resources (Y6)  -Use the eight points of a compass, symbols and keys. | | -Carry out geographical investigations and use a variety of methods to record and present their information  -Interpret OS maps using grid reference and scale  -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, plan, graphs and digital technologies. |  | -Describe the environmental regions, key physical and human characteristics, countries and major cities of Europe and North and South America  - Explain how time zones including night and day affect the human and physical geography or a place.  -Appreciate the geographical similarities and differences of different places and how the physical and human geography of places affects how people live.  -Discuss how human activity has impacted on or changed the physical and/or human features of a place over time ie. types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.  Explain the impact of climate zones, biomes and vegetation belts on the physical environment.  -Evaluate the effect of commercial activity on the environment and consider ways to sustain or improve the environment  -use maps, atlases, globes and digital computer mapping to locate countries and describe their geographical features.  -use 4 and 6 figure grid references, symbols and keys to accurately identify and locate geographical features, |  |  |
| **ICT** | | **Coding**  Scratch (3)  **combined with**  2Code - Purple Mash Unit 5.1 (5)  *MUST SHOW APPLIC ATION OF SKILLS ACROSS APPS*.  **Privacy and Security**  -I can use different passwords from a range of online services.  -I can explain what app permissions are and give some examples from the technology and services I use.  -I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories)  -I know what to do if my password is lost or stolen.  -I can describe simple ways to increase privacy on apps and service that provide privacy settings.  -I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identity such content (e.g. scams, phishing) | **Quizzing**  Purple Mash Unit 6.7 (6)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Online Bullying**  - I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.  -I can explain my criteria for distinguishing between online bullying and teasing (banter) online. I can offer examples to differentiate between them.  **Online Relationships and Reputation**  -I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.  can assess when I need to take action and explain what to do if I am concerned about my own or someone else’s online relationship.  - I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to ‘out’ someone, threatening violence).  **-**I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.  **-I** can explain the importance of someone’s online reputation (especially to their future career) and can describe ways of managing this.  **-**I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone’s online reputation. | **Communication**  Purple Mash Unit 6.2 (2)  Purple Mash Unit 6.6 (3)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Health, wellbeing and lifestyle**  I can identify and assess features that might indicate that a site or social group could negatively impact on well-being.  I can offer strategies to identify and evaluate help from established respected sites or organisations that may be more helpful.  I can explain the benefits and risks of using online sources to self-diagnose and self-medicate and why someone should consult a medical professional if they are concerned about their health.  I can evaluate the risks associated with online gambling including the accumulation of debt and critically evaluate the marketing of this industry.  I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky. | **Web page/blog creation/podcast**  NCCE (6)  Google Sites  OR  Purple Mash Unit 6.4  *APPLICATION FOR A PURPOSE.*  **Online Relationships and Reputation**  -I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.  -I can explain strategies for assessing the degree of trust I place in people or organisations online.  -I can give examples of how to make positive contributions to online debates and discussions. | **Vector Drawing**  NCCE (6)  <https://drive.google.com/drive/folders/17kl6zpgsPxFyL7f5oEgQE8YjLL_IKkIo>  Google Draw  **Self-Image and Identity**  -I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this (e.g. anonymity, ‘brand you’).  -I can explain what ‘autonomy’ means to me when it comes to the things I share and choose to engage with online. | **Spreadsheets**  Purple Mash Unit 6.3 (5)  *APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.*  **Managing online information, copyright and ownership**  I can differentiate between genuine news sites and fake (or imitation) news sites with similar web addresses and if uncertain I can remain sceptical.  I can explain why conspiracies based on disinformation may still attract people even without being grounded in real evidence. I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material). |
| **Music** | | * Explore music from the classical era: musical styles and features; find out who were the great composers * Identify musical notes crotchets, quavers, minim, dotted crotchet, * Begin to use ‘sharp’ (#) notes * -Listen to music from a range of genres * Use correct musical vocabulary to describe music * Identify music in the Motown genre. | * Compose own lyrics and melodies for songs Use notation skills to play tuned instruments * Understand the presence of ‘rests’ in music and recognise the notation * Pause play/vocals for ‘rests’ in music * Comment on pieces of music using correct terminology * Explain clearly the difference between pulse and rhythm. * Identify Jazz style music and it’s features. * Know the historical and cultural origins of jazz music | * Describe the effect of all musical elements in pieces of music they listen to.   -Identify music from the gospel genre  -Recognise bhangra music  -Compare and contrast genres using musical terminology  -Sing in an ensemble showing control of pitch and clear diction  -Show an understanding of lyrics and their importance  -Understand the workings of a choir and how parts fit together  -Maintain a singing part in a small group. | -Listen to music by significant female artists  -Identify different musical genres  -Understand different roles of women in music; song writers, composers, singers, musicians, engineers  -Talk about pieces of music using musical terminology accurately.  -Identify instruments played in pieces of music.  -Sing songs with accurate pitch  -Identify the pulse and rhythms  -Improvise accompaniments using suitable notes.  -Create notations of accompaniments to support repeated performance. | -Add a tuned accompaniment to a song  -Perform accompaniment in ensemble or solo  -Play with correct techniques  -Sing with appropriate vocal range and accurate tuning  -Understand the importance of lyrics in story-telling  -Identify the use of harmony/backing vocals  -Identify the vocal hooks, solos and musical riffs in pieces of music.  -Identify the parts played by different instruments in songs  -Improvise within the appropriate set of musical notes. | -Recognise classical music  -Understand how they can identify the age of a piece of music  -Name specific composers and musical artists from the years’ learning  -Use appropriate instrument and notes to compose own music  -Create own rhythms  -Combine rhythms and tuned instruments collaboratively  -Prepare a performance with songs. |
| **PE** | | **Games - Football/Rugby**  Develop broader range of techniques and skills to effectively attack and defend.  Apply skills and tactics and principles of invasion games to work with others to keep games going through self officiating.  Play full version of game with increased effectiveness.  Self evaluate own performance and suggest ways for others to improve | **Gym/Dance**  Explore and improvise ideas for dance in different styles working on own with a partner and as a group.  Perform dance expressively using a range of performance skills  Create sequences of travel on and off equipment with greater control and consistency. | **Health Related Fitness**  Take lead in planning to improve various aspects of their own fitness.  Using Heart Rate – calculate how it changes during and after exercise.  Calculate time exercising cardiovascular and make predictions on peak zones and recovery time. | **Games**  Choose range of tactics and strategies to be effective by self and as member of the team.  Compare and comment on skills, techniques and ideas in own and others performances.  Play game effectively, reading situations and responding quickly choosing what tactics would improve performance.  Officiate games with increasing confidence. | **Team Games – Striking and Fielding**  Choose range of tactics and strategies to be effective by self and as member of the team.  Compare and comment on skills, techniques and ideas in own and others performances.  Play game effectively, reading situations and responding quickly choosing what tactics would improve performance.  Officiate games with increasing | **Athletics**  Show control, consistency and stamina when running, jumping or throwing  Adapt skills and techniques to different challenges.  Show ability to pace themselves  Know how to organise and judge athletic events  Compare their athletic performances over time and take lead in planning to improve their performance. |
| **Art** | | **Wall art/graffiti - Banksy**  -Can work directly from observation and design ideas  -Can use a variety of mixed media and varied collage materials  - Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)  -Can work collaboratively taking into account the ideas of others  -Can create ideas in a sketchbooks.  -Can look at and talk about the work of local artists. | **3D sculpture inspired by new geometric features of the Merry Hill Centre**  -Can shape, form and model with confidence and care  -Can work directly from observation and design ideas  -Can use a variety of mixed media and varied collage materials  -Can use joining techniques  -Can work collaboratively taking into account the ideas of others  -Can create ideas in a sketchbooks.  -Can look at and talk about the work of local artists.  -Develop techniques and control through use of experimentation and an increasing awareness of different design.  - About great artist, designers and architects in history | -Identify primary, secondary, complementary and contrasting colours.  -Mix and match colours to create atmosphere and light effects. | -Use sketchbooks to record observations.  -Carry preliminary studies trying out different media and materials and mixing different colours.  -Use sketchbooks to review and revisit ideas.  -How ideas change and improve over time.  -Develop paint techniques considering the specific genre and effect e.g. brush stroke, colour choice, building up texture and choice of paint.  -Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and back ground.  -Show an awareness of how drawings are created e.g. composition.  -Carve and sculpt materials using a range of finishing techniques to make 3d forms, both realistic and abstract.  -Choose appropriate materials and tools to make abstract forms. | **Printing**  -Use sketchbooks to record observations.  -Carry preliminary studies trying out different media and materials and mixing different colours.  -Use sketchbooks to review and revisit ideas.  -Use dry media for marks and lines, patterns and shapes within a drawing.  -Experiment with wet media to make different marks, lines, patterns a, textures and shapes.  -Use simple rules of perspective when drawing buildings and figures.  Use different techniques for different purposes i.e. shading, hatching within their work.  -Work into prints with a range of media e.g. pens and paints,  -Use a graphics package to create and manipulate images,  -Combine and layer digital images for effect, |  |
| **DT** | |  |  | -Use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at a particular audience.  -Combine accurately, measured ingredients using a range of techniques i.e. mixing and kneading to create and improve specific and own dishes. |  |  | -Use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at a particular audience.  -Generate, develop, model and communicate design ideas though cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design.  **-**Investigate and analyse a range of existing products considering the audience and the purpose.  -Evaluate ideas and products demonstrating modifications as a result of ongoing modification.  -Appreciate how key events and individuals in design and technology have helped shape the world. |
| **RE**  To be updated inline with new agreed syllabus as year progresses. | | 31. What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one’s life. Examples of creeds, eg. John Maysfield’s creed, the Olympic creed, 1 Cor 15:3-4, the Apostle’s creed. What is your creed? Why? | 32. Why is the Qur’an called Holy? Revisit the story of Muhammad’s Night of Power. The belief that Muhammad was a receiver of divine revelation. Muhammad as the last in line of a long chain of prophets. Humankind’s history of forgetting God. How Muslims revere the book. | 33. Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of the fox and the grapes. How the Sabbath is celebrated. Why do Jews celebrate the Sabbath? | 34. Do we have a soul? How can life be explained? How are living things different from, or are they the same as lifeless physical matter like clay, stone and rock? Do we have a non-physical extra – a soul which explains life? The creation of Adam ‘the breath of life’ Gen 2:7. | 35. Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. The shoemaker’s pilgrimage. Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure? | 36. What do you think God is like? How has God been shown in art? What are your ideas about God? What questions about God are important to you or which you wonder about? Is God real? Is right to wonder why God doesn’t show himself? Does God just sit back and watches? |
| **MfL** | | **Review of Y5 MfL curriculum units:**  **Number** | **Who am I?**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Speak in longer and more complex sentences using opinions, questions, statements to express themselves.  -Understand longer passages of spoken text and respond providing relevant detail.  -Read and understand the main points and written detail in a short written passage.  -Show understand of more complex detail e.g. opinion, explanation, tense. | Phonetics Lesson 4 (1, 2 and 3 if needed)  **What is the date?**  -Listen to longer text and more authentic foreign language material.  -Listen to and understand main points of a spoken story or song.  -Read and understand the main points and written detail in a short-written passage.  -Plan out and engage in scripted conversations.  -Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures. | **Habitats**  -Listen to longer text and more authentic foreign language material.  -Learn to pick out cognates e.g. animals and le animal and other familiar words.  -Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.  -Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.  -Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.  -Decode unknown language using bilingual dictionaries. | **The Weekend**  -Read and understand the main points and written detail in a short-written passage.  -Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.  -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.  -Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g: which subjects I like at school and also which subjects I do not like). | **Me in the World**  -Learn to 'gist listen' even when hearing language that has not been taught or covered  -Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Read and understand the main points and written detail in a short-written passage.  -Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.  -Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. |