

Year 6 – Curriculum Overview 2022-23

Subject	Autumn 1 Forensic	Autumn 2 Dudley and beyond	Spring 1 The Blitz	Spring 2 Iceberg Ahead	Summer 1 The Globe	Summer 2 Transition and End of Year Performance
Essential Learning	<ul style="list-style-type: none"> -Living things produce offspring of the same kind, but they will vary and will not be identical to their parents. -Inherited characteristics include eye colour, hair colour, bone structure and skin colour. -Environmental characteristics include influences on personality, habitats and parenting. -Understanding dominant genes dominate the inheritance pattern and mask the weaker genes; regressive genes are weaker genes that are masked by dominant genes. - Fossils provide information about living things that inhabited the Earth millions of years ago. -Identify how animals and plants are adapted to suit their environment in different ways. -Know that rules and laws protect people and are enforced. -Identify strategies to deal with peer pressure. -Know that the types of crimes being committed, and the punishments 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -The Titanic sank on 15th April 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 	<ul style="list-style-type: none"> -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. 	

	<p>given, have changed over time.</p> <ul style="list-style-type: none"> -Understand how tone, cross hatching and shading can affect the look of an artistic composition. -Databases contain information that can be stored and searched. 		<ul style="list-style-type: none"> -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). 	<ul style="list-style-type: none"> 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. 		
Vocabulary	Adaptation, characteristic, chromatography, crime, dominant, fingerprint, forensics, genes, inheritance, justice, law, offspring, punishment,	Birmingham, Wolverhampton, Dudley. Networks, Worcester, Green Belt Land, Motorway, Transport, Religions, Mosque, Hindu Temple,	Air raid, Luftwaffe, blackout, evacuee, evacuate, rationing, German, bombing, zeppelin, shelter, target, attack, ports, siren, Coventry	Class, change, colony, culture, environment, hope, immigration, impact, latitude, longitude, migration, native, passenger,	Significant individual, monarch, Elizabethan, settlement, proportion, strategies, playwright, Stratford	

	dominant, recessive, species, survival, traits, variation	Yemeni. Gurdwara, Cathedral, Divali, Community centres, Reggae, Wolves, Albion, Aston Villa, Birmingham City, Wider Families, Immigration, Airport.	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.	president, prime meridian, sank, state, timezone, Titanic, trade, transatlantic, tourism, wreck	Upon Avon, William Shakespeare	
Maths – White Rose	Number: Place Value Number: Addition, Subtraction, Multiplication and Division. Number: Fractions Measurement: Converting Units		Number; Ratio Number; Algebra Number; Decimals Number; Fractions, decimals and percentages Measurement; Perimeter, Area and Volume Number: Ratio Statistics		Geometry: Shape Geometry; Position and direction Themed projects, consolidation and problem solving	
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) Write a newspaper crime report on a fictional break in. Story with an issue or dilemma: modern version of The Balaclava Boys. Text: <i>The Balaclava Boys</i> from <i>The Fib</i> and Other stories. Text: <i>Millions</i> by Frank Cottrell Boyce	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	Lenny Henry Meera Syal Beverley Knight Text: George	Flight Lieutenant Ulric Cross (Trinidad – RAF) Esther Bruce (Volunteer Fire watcher – Guyana)	George Washington Gibbs – first African-American to reach the Antarctic. Matthew Henson	100 Great Black Britons George Floyd (2020) Rosa Parkes Michelle Obama	How technology is changing the way we share Black History.

	<p>Key Piece of music: <i>This Is me</i> – The Greatest Showman</p> <p>Grieg's <i>Piano Concerto</i></p> <p><i>I am what I am</i> Gloria Gaynor</p> <p>Key piece of art: <i>The False Mirror/The So of Man</i> Rene Magritte</p> <p><i>The Mona Lisa</i> – Leonardo da Vinci</p> <p>Key Poem: <i>Billy McBone/Scissors</i> – Allan Ahlberg</p> <p><i>The British</i> – Benjamin Zephaniah</p>	<p>Key piece of Music: Am Yow a Yam Yam by Jonny Cole.</p> <p>Key art works: Black Country Route Sculpture Trail</p> <p>Key Poem: Into the Sun https://www.youtube.com/watch?v=jYU1VM8ZF9Y</p>	<p>Sam King (RAF) Lilian Bada (Women's Auxiliary Air Force) Major Frank Foley Text: Break the Mould</p> <p>Key pieces of music: White Cliffs of Dover, Run Rabbit Run, We'll Meet Again, Don't Fence Me In.</p> <p>Key poem: The Evacuee, Shirley Tomlinson</p> <p>Key art works: The Blitz by LS Lowry.</p>	<p>Text: Pea's Book of Best Friends</p> <p>Key piece of Music: What a Wonderful World, Louis Armstrong Winter – Vivaldi Let it Be – The Beatles.</p> <p>Key piece of art: Winged Victory of Samothrace (Sculpture – Louvre)</p> <p>Key Poem: Warned – Sylvia Stults</p>	<p>Martin Luther King Text: The Story of Ruby Bridges Becoming Mohammed Ali Text: Young Gifted and Black</p> <p>Key piece of Music: Greensleeves</p> <p>Key piece of art: Scene from a Midsummer Night's Dream – Edwin Landsee</p> <p>Key Poem: Exchange a range of famous quotes from Shakespeare plays.</p>	<p>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</p>
Enrichment	Harry Potter World (Train Trip)		Imperial War Museum		Residential Trip	
<p>Learning Through Nature</p> <p>National Outdoor Curriculum And Outdoor and Adventurous PE</p>	<p>Young Leaders</p> <p>All will be able to identify at least two leadership qualities.</p> <p>All will be able list at least two advantages to good communication in a team.</p> <p>All will be able to give at least two examples of Healthy lifestyle habits.</p> <p>All will be able to tell the difference between good and bad personal qualities.</p>	<p>Study a period beyond 1066 that is significant within the locality. (Y5, pg 72-85)</p> <p>Visit a historical building. (church) and the importance in community over time.</p> <p>Explore a graveyard as a primary source to gather local historical information.</p> <p>Collecting historical information from a primary source to test a hypothesis.</p>	<p>Use fieldwork to observe human features in the local area. (Y6, pg 60-71)</p> <p>Identify control points on a map.</p> <p>Orientating a map using an 8 point compass.</p> <p>Follow a cross country trail.</p> <p>Pacing skills and using the 8 point compass to give directions and estimate positions on a map.</p>	<p>Study of living things. (Y6, pg 44-57)</p> <p>Sort leaves into broad groups giving reasons for classification based on characteristics.</p> <p>Use a dichotomous key to identify trees in the learning area.</p> <p>Use the dichotomous tree to collect data about tree species in repose to answer questions.</p>	<p>Languages (French) (Y6 pg 114-127)</p> <p>How to use letters of the alphabet to play a game.</p> <p>Using words to describe weather, identify trees and their seeds.</p> <p>Use vocabulary linked to seasons, colours and weather to comment upon natural objects.</p>	<p>Art: Leaf studies (Y5, pg 86-99)</p> <p>Exploring how line can be used to capture the essence of nature.</p> <p>Exploring the use of line to recreate patterns from nature.</p> <p>Exploring a limited palette technique to record nature's tones and shades.</p>

<p>Young Leaders edits to be made</p>	<p>All – Will know the difference between Camouflage & Concealment.</p> <p>All will take part in parade and receive a certificate.</p> <p>All will be able to state two healthy lifestyle habits, one benefit of good teamwork and name a good leadership quality.</p>	<p>Collect historical information from a primary source to conduct a focused study about one person.</p> <p>Use lichen as a primary source of time measurement.</p> <p>Collect historical information from a tree as a primary source.</p> <p><u>PE</u> -Undertake more complex tasks -Take responsibility for a role in a task.</p>	<p>Use degrees and pacing to identify control markers and collect information about rivers of the world.</p> <p><u>PE</u> Use knowledge of PE and physical activities to suggest design ideas and amendments to games.</p>	<p>Use the key to identify fruits, seeds and plants.</p> <p>Investigate the diversity of invertebrates found in the outdoor area</p> <p>Tale action to increase the biodiversity of the outdoor area.</p> <p><u>PE</u> Explore ways of communicating in a range of challenging activities.</p>	<p>Express likes and dislikes towards fruits.</p> <p>Revise and practice expressing preferences for food.</p> <p><u>PE</u> Navigate and solve problems from memory</p>	<p>Finding colours in leave and exploring how these can be recorded using the wet-on-wet watercolour technique.</p> <p>Exploring pattern and special organisation by studying the style of William Morris using leaves and plants.</p> <p>Use clay to create tiles to capture the essence of place inspired by nature.</p> <p><u>PE</u> -develop and use trust to complete the task and perform under pressure.</p>
<p>Wellbeing Moments</p>	<p>Pupils can recognise, discuss and celebrate their own and others' achievements and successes.</p> <p>Pupils will understand what bullying is and what it looks like offline and online.</p> <p>Know the potential impacts o mental wellbeing of being bullied.</p>	<p>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.</p> <p>Pupils will understand how hobbies and other activities are rewarding and enjoyable.</p> <p>Pupils will learn that perseverance with an interest can have long term rewards.</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p>	<p>Pupils will recognise that various situations can cause a range of emotions, some of which are very intense.</p> <p>Pupils explore simple self-care techniques...including benefits of interests and hobbies.</p> <p>The benefit of physical exercise, time outdoors, community participation, voluntary</p>	

	Know and demonstrate helpful ways to deal with differences and manage disagreements and conflict.		religion, race, gender, culture and age.	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.	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	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>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?</p> <p>Battle of the beaks resources- STEM website.</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - 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>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?</p> <p>Observing over time: Hook- Sam says that some exercises will raise the</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals · - Give reasons for classifying plants and animals based on specific characteristics <p>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?</p>	<p>Light</p> <ul style="list-style-type: none"> - 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 <p>Experiments:</p>	<p>Electricity</p> <ul style="list-style-type: none"> - 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 <p>Experiments- Pattern Seeking: Hook- Gordan says that things that are magnetic make good conductors. Is he correct?</p>	

			heart rate more than others, Is he correct?		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?	
History	<ul style="list-style-type: none"> -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. -Note the connection, contrast and trends over time in two or more periods of history. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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 lives today. 	<ul style="list-style-type: none"> -Apply historical vocabulary to a range of contexts, time periods and historical concepts. -Note the connection, contrast and 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		-Carry out geographical investigations and use a variety of methods to		-Describe the environmental regions, key physical and human		

		<p>record and present their information</p> <ul style="list-style-type: none">-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.		<p>characteristics, countries and major cities of Europe and North and South America</p> <ul style="list-style-type: none">- Explain how time zones including night and day affect the human and physical geography of 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. <p>Explain the impact of climate zones, biomes and vegetation belts on the physical environment.</p> <ul style="list-style-type: none">-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		
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				<p>their geographical features.</p> <p>-use 4 and 6 figure grid references, symbols and keys to accurately identify and locate geographical features,</p>		
ICT	<p>Coding Scratch (3)</p> <p>combined with</p> <p>2Code - Purple Mash Unit 5.1 (5) <i>MUST SHOW APPLICATION OF SKILLS ACROSS APPS.</i></p> <p>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</p>	<p>Quizzing Purple Mash Unit 6.7 (6)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>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.</p> <p>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</p>	<p>Communication Purple Mash Unit 6.2 (2) Purple Mash Unit 6.6 (3)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>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.</p>	<p>Web page/blog creation/podcast NCCE (6) Google Sites OR Purple Mash Unit 6.4</p> <p><i>APPLICATION FOR A PURPOSE.</i></p> <p>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.</p> <p>-</p>	<p>Vector Drawing NCCE (6) https://drive.google.com/drive/folders/17kl6zpgsPxFyL7f5oEgQE8YjL_IKklo Google Draw</p> <p>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.</p>	<p>Spreadsheets Purple Mash Unit 6.3 (5)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>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).</p>

	<p>illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)</p> <p>-</p>	<p>someone else's online relationship.</p> <p>- 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).</p> <p>-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.</p> <p>-I can explain the importance of someone's online reputation (especially to their future career) and can describe ways of managing this.</p> <p>-I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation.</p>	<p>I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky.</p>			
Music	<p>Happy</p> <p>- Explore music from the classical era: musical styles and features; find</p>	<p>Classroom Jazz 2</p> <p>- Compose own lyrics and melodies for songs Use notation skills to play tuned instruments</p>	<p>Make You Feel my Love</p> <p>- Describe the effect of all musical elements in pieces of music they listen to.</p>	<p>The Fresh Prince of Bel Air</p> <p>-Listen to music by significant female artists</p>	<p>Dancing in the Street</p> <p>-Add a tuned accompaniment to a song</p>	<p>Reflect, Rewind and Replay</p> <p>-Recognise classical music</p>

	<p>out who were the great composers</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 its features. - Know the historical and cultural origins of jazz music 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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	<p>Dance Unit 1 and 2</p> <ul style="list-style-type: none"> -work collaboratively to include more complex compositional ideas -develop motifs and incorporate into self-composed dances as individuals, pairs or groups -talk about different styles of dance with understanding, using appropriate language and terminology 	<p>Gymnastics</p> <ul style="list-style-type: none"> -lead group warm-up showing understanding of the need for strength and flexibility -demonstrate accuracy, clarity and consistency of movement -work independently and in small groups to make up their own sequences -arrange own apparatus to enhance work and vary compositional ideas -experience flight on and off of high apparatus 	<p>Invasion games; Football</p> <ul style="list-style-type: none"> -apply aspects of fitness to the game such as power, strength, agility and coordination -choose and implement a range of strategies to play defensively and offensively -grasp more technical aspects of the game -observe, recognise and analyse good individual and team performances -suggest, plan and lead simple drills for given skills 	<p>Net/Wall Games Tennis</p> <ul style="list-style-type: none"> -develop a wider range of shots -begin to select and apply more sophisticated tactics such as net play, offensive and defensive positioning -play with fluency with a partner in doubles/partner scenarios -develop backhand shots -begin to use full scoring systems 	<p>Striking and Fielding; Rounders</p> <ul style="list-style-type: none"> -Apply with consistency standard rules in a variety of different styles of games -attempt a small range of shots in isolation and in competitive scenarios -use a range of tactics for attacking and defending in the role of bowler, batter and fielder. 	<p>Athletics</p> <ul style="list-style-type: none"> -become confident and expert in a range of techniques and recognise their success -apply strength and flexibility to a broad range of throwing, jumping and running activities -work in collaboration and demonstrate improvement when working with self and others

	<ul style="list-style-type: none"> -developing group devices and greater use of teamwork -demonstrating narrative through contact and relationships <p>Showing tensions through pattern and formation</p>	<ul style="list-style-type: none"> -combine own ideas with others' to create sequences -perform increasingly complex sequences -compose and practice actions and relate to music -show a desire to improve across a broad range of gymnastic actions. 	<ul style="list-style-type: none"> -combine and perform more complex skills at speed in games -use set plays in game situation and explain when and why they are used - switch effectively as a team between defence and attack 	<ul style="list-style-type: none"> -continue developing double play and tactics to improve 		<ul style="list-style-type: none"> -accurately and confidently judge across a variety of activities.
Art	<p>Observational Drawing & Surrealist inspired by Rene Magritte</p> <ul style="list-style-type: none"> -Use dry media to make different marks, lines, patterns and shapes within a drawing. -Experiment with wet media to make different marks, lines, patterns, textures and shapes. -Use simple rules of perspective when drawing buildings and figures. -Use different techniques for different purposes i.e. shading or hatching within their own work. 	<p>3D sculpture inspired by new geometric features of the Merry Hill Centre</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Identify primary, secondary, complementary and contrasting colours. -Mix and match colours to create atmosphere and light effects. 	<ul style="list-style-type: none"> -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. 	<p>Printing</p> <ul style="list-style-type: none"> -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, 	

				-Choose appropriate materials and tools to make abstract forms.	-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.			
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	Phonetics Lesson 4 (1, 2 and 3 if needed) What is the date? -Listen to longer text and more authentic foreign language material.	At School -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.	Healthy Lifestyle -Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.	The Planet -Learn to 'gist listen' even when hearing language that has not been taught or covered	The Weekend -Read and understand the main points and written detail in a short-written passage. -Start to incorporate conjugated verbs and	Me in the World -Learn to 'gist listen' even when hearing language that has not been taught or covered -Engage in short conversations on

	<p>-Listen to and understand main points of a spoken story or song.</p> <p>-Read and understand the main points and written detail in a short-written passage.</p> <p>-Plan out and engage in scripted conversations.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.</p> <p>-Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p>	<p>-listen to and understand the main points of a spoken story or song</p> <p>-Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>-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).</p> <p>-start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical day at school including subjects, time and opinions</p>	<p>-Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>-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).</p> <p>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'.</p>	<p>-learn to pick out cognates e.g. animals and le animal</p> <p>-take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.</p> <p>-decode unknown language using bilingual dictionaries</p> <p>- read and understand the main points and written detail in a short-written passage</p>	<p>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.</p> <p>-Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>-Become familiar with a wider range of conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p> <p>-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).</p>	<p>familiar topics, responding with opinions and justifications where appropriate.</p> <p>-Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.</p> <p>-Read and understand the main points and written detail in a short-written passage.</p> <p>-Be able to tackle unknown language with increased accuracy by applying knowledge learnt previous years, including awareness of accents, silent letters etc.</p> <p>-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.</p>
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