

Year 6 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Letters Longer story Short playscripts Short report The Arrival by Shaun Tan</p> <p>Explanations Dialogue Reports The Unforgotten Coat by Frank Cottrell Boyce</p> <p>Class Readers Oliver Twist</p>	<p>Diaries Playscripts Romeo and Juliet by William Shakespeare Balanced argument</p> <p>Sequel and report The Promise by Nicola Davies</p> <p>Class Readers The Infinite Lives of Maisies Day</p>	<p>New 'Grimm' tale. Grimm Tales for Young and Old by Philip Pullman</p> <p>Journalistic writing Formal letters Longer narrative in present and past tense</p> <p>Class Readers The 1000 Year Old Boy</p>	<p>Discussion Debate Persuasion The Three Little Pigs Project using the Guardian 'Three Little Pigs' advert.</p> <p>Analysis of form and structure Innovated version of poem with similar form and structure Night Mail by WH Auden</p> <p>Class Readers A Monster Calls</p>	<p>Adventure story recounts Discussion text A Beautiful Lie by Irfan Master</p> <p>Class Readers The Arrival</p>	<p>Extended adventure/mystery story The Templeton Twins Have an Idea by Ellis Weiner</p> <p>Class Readers Little People, Big Dreams: Muhammed Ali</p>
Writing Skills	<ul style="list-style-type: none"> The pupil can: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) The pupil can: in narratives, describe settings, characters and atmosphere The pupil can: integrate dialogue in narratives to convey character and advance the action The pupil can: maintain legibility in joined handwriting when writing at speed [2]. [2] maintain legibility in joined handwriting when writing at speed. 		<ul style="list-style-type: none"> The pupil can: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) The pupil can: use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs The pupil can: use verb tenses consistently and correctly throughout their writing 		<ul style="list-style-type: none"> The pupil can: use the range of punctuation taught at key stage 2 mostly correctly^[^] (e.g. inverted commas and other punctuation to indicate direct speech). ^[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. The pupil can: spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. * * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. 	
Reading Skills	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding 	<ul style="list-style-type: none"> Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what they read by: predicting what might happen from details stated and implied Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> Understand what they read by: identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction

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Maths Topics	<p>Number - Place Value</p> <p>Number - Addition, subtraction, multiplication and division</p>	<p>Number - Fractions</p> <p>Geometry - Position and direction</p>	<p>Number - Decimals</p> <p>Number - Percentages</p> <p>Number - Algebra</p>	<p>Measurement - Converting units</p> <p>Measurement - Area, perimeter and volume</p> <p>Number - Ratio</p>	<p>Statistics</p> <p>Geometry - properties of shape</p>	<p>Consolidation</p> <p>Investigations</p>
Year 5 Skills	<ul style="list-style-type: none"> Numbers to ten million Compare and order any number Round any number Negative numbers Add and subtract integers Multiply up to a 4-digit number by a 2-digit number Short division Division using factors Long division Common factors Common multiples Primes to 100 Squares and cubes Order of operations Mental calculations and estimation Reason from known facts 	<ul style="list-style-type: none"> Simplify fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions Mixed addition and subtraction Multiply fractions by integers Divide fractions by integers Four rules with fractions Fraction of an amount-find the whole The four quadrant Translations Reflections 	<ul style="list-style-type: none"> Three decimal places Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages-missing values Find a rule-one step/two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities 	<ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and Kilometres Imperial measures Shapes-same area Area and perimeter Area of a triangle Area of a parallelogram Volume-counting cubes Volume of a cuboid Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems 	<ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean Measure with a protractor Draw lines and angles accurately Introduce angles Angles on a straight line Angles around a point Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle Angles in a triangle -missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes 	<ul style="list-style-type: none"> The detective mindset An eye for detail Analytical skills Evidence finding and data collecting

	Science	Humanities	R.E.	Computing	PSHE	P.E.	Music	Art and Design Technology	MFL
Term 1	<p>Evolution and Inheritance</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time Recognise 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 plants and animals are adapted to suit their environments in different ways and that adaptation may lead to evolution. Explain the terms adaptation, evolution and natural selection and use these in context. Describe how living things evolve via natural selection. Explain in simple terms what genes and DNA are. <p>Key Vocabulary: evolution, natural selection, mutations, genetics, adaption, evolutionary, inherited, adaptive, adaptations, genes, DNA, offspring, selective breeding, cross breeding.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Develop an understanding of the development of evolutionary ideas and theories over time. Investigate the ethical issues of human intervention in evolution by natural selection. Examine fossil evidence supporting idea of evolution Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Related Scientists Charles Darwin, Alfred Wallace, Mary Anning</p>	<p>The Maya Civilisation</p> <p>Key topics:</p> <ul style="list-style-type: none"> Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions. Know that corn and chocolate were important foods and be able to identify some reasons for this. Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. Read and write numbers, combining some syllabograms to create glyph blocks and write some words. <p>Key Skills:</p> <ul style="list-style-type: none"> Historical Interpretations. Change and continuity. Working with historical evidence. Similarity and difference <p>Key vocab: Civilisation, drought, El Mirador, rituals, jaguars, scribes, codices, maize, cacao beans, b'alam, logogram, ceremonies.</p>	<p>Beliefs and Practices (Islam)</p> <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims. 	<p>Computer Systems & Networks - Communication (Purple Mash Unit 4.7,6.6,6.2)</p> <ul style="list-style-type: none"> To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication <p>Self Image and Identity</p> <ul style="list-style-type: none"> Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online. describe issues online that make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline. Explain the importance of asking for help until I get the help I need 	<p>Gender Identity:</p> <p>R17, H26, H27, H30</p> <p>To know that your sex is biologically determined but that your gender is not. What is transgender? What is sexual orientation?</p>	<p>Invasion Games Hockey</p> <ul style="list-style-type: none"> Choose different formations to meet the needs of the game and choose skills that meet the needs of the situations. Perform skills (passing) with accuracy, confidence, and control whilst developing technique and performing at speed. Apply basic principles for attacking in games (choosing if to pass or dribble) to keep possession when faced with opponents Apply basic principles for defending in games - defend by marking, tracking and covering opponents as appropriate. Use different skills to keep possession of a ball as part of a team Change speed and direction to get away from defenders. Swimming Swim competently, confidently and proficiently over a distance of at least 25meters Use a range of strokes effectively when swimming Perform safe self-rescue in different water based situations 	<ul style="list-style-type: none"> Dynamics, pitch and texture Songs of WW2 	<p>Design TECh Design, make and evaluate Bird houses</p> <p>Design:</p> <ul style="list-style-type: none"> Draw on market research to inform design Identify features of design that will appeal to the intended user Use annotated sketches, cross sectional planning and exploded diagrams Clearly explain how parts of design will work, and how they are fit for purpose <p>Make:</p> <ul style="list-style-type: none"> Produce suitable lists of tools, equipment, materials needed, considering constraints Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics Explain how product will appeal to audience; make changes to improve quality Accurately apply a range of finishing techniques <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate quality of design while designing and making; is it fit for purpose? Test and evaluate final product; explain what would improve it and the effect different resources may have had Research and discuss how sustainable materials are Discuss some key inventors/designers/ 	<p>Spanish</p> <p>Language Angels: Phonics lesson 4 Healthy living La Comida Sana P</p> <p>Unit Objective: To discuss a healthy lifestyle in Spanish</p> <p>Skills we will develop: To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> B sound in beber, bueno, blanco & bebo V sound in vegetales & veo Qu sound in que & mantequilla Stress Placement. Accents. Ñ tilde..

								engineers/ chefs/manufacturers	
Term 2	<p>Light</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Understand that light travels in straight lines. Use the idea that light travels in a straight line to explain that objects are seen because they give out or reflect light into the eye. Explain why shadows are the same shape as the object that cast them. Explain why shadows change size. Understand and explain what refraction is. Understand that colours are a result of light reflecting off an object. Explain Isaac Newton's theories about light and colour and explain how he used proof to support his ideas. Explain how light enables us to see objects reflected in a mirror. <p>Key Vocabulary: prism, reflection, visible spectrum, refraction, wavelength</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary. Take accurate measurements using precision and accuracy. Record data and results in tables and line graphs. Report findings including conclusions, causal relationships, explanations and a degree of trust in results. <p>Related Scientists Isaac Newton</p>	<p>Mountain Ranges</p> <ul style="list-style-type: none"> Content: <ul style="list-style-type: none"> -Identifying mountain ranges, higher ground, valleys, outcrops, ridges, plateaus, tree lines and snow lines. -Tectonic plates -Volcanic mountains -Mountain weather/climates -Negative/positive effects of tourism on an area -Erosion and plateau mountains. Key Skills: <ul style="list-style-type: none"> -Challenges -Sustainability Key Vocab: <ul style="list-style-type: none"> Altitude, avalanage, crust, gorges, hypothermia, lava, magma, summit, tectonic plate, fold mountains, plateau, erosion, outcrops, ridges, plateaus, dome, fault-block. 	<p>Christmas (Incarnation-Christianity)</p> <ul style="list-style-type: none"> I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. 	<p>Creating Media - Web page creation</p> <ul style="list-style-type: none"> To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people <p>Online Relationships</p> <ul style="list-style-type: none"> Explain how sharing something online may have an impact either positively or negatively.. Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Describe how things shared privately online can have unintended consequences for others (screen-shots) Explain that taking or sharing inappropriate images of someone, even if they say it is okay, may have an impact for the sharer and others. 	<p>Social Media: R18,L17, L18, H41, H42, L11-16</p> <ul style="list-style-type: none"> Critically examine what is presented in social media. How information presented on social media can be misrepresented or misleading. Online safety. 	<ul style="list-style-type: none"> Invasion Games Basketball . Develop different skills to keep control of the ball Develop control whilst performing skills at speed Demonstrate a good awareness of others in game situations. Use defensive principles in game situations (marking, tracking and covering) to gain possession Perform skills (eg passing) with increasing accuracy, confidence, control and speed. Demonstrate an understanding of the rules of the game. Apply principles of attacking - working effectively as a part of a team and keep possession of the ball when faced with opponents. Gymnastics Balances and Counter Balances Gymnastics Skills . Work with a partner to create paired balances and counter balances. Use changes of direction, rolls and different levels to transition between balances and counter balances with a partner. Perform jumps, shapes and balances with fluency and control. Demonstrate precision and controlled placement of body parts in actions, shapes and balances. Develop strength, technique and flexibility. Jumps Straight, tuck, star, jumping jack, half turn, cat spring, full turns, (using vaults and springboards) split leap Shapes Kneeling balances, standing balances, pike, tuck, star, straight and straddle shapes, 	<ul style="list-style-type: none"> Film Music How does music improve our world? 	<p>Art</p> <p>Drawing Studying the work of Jean-Michel Basquiat and creating cartoon style drawings</p> <p>-Start to develop their own style using tonal contrast and mixed media. -Have opportunities to develop further simple perspective in their work using a single focal point and horizon. -Use drawing techniques to work from a variety of sources including observation, photographs and digital images. -Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. -Develop an awareness of composition, scale and proportion in their work.</p>	<p>French</p> <p>Phonics lesson 1,2,3 and 4 Do you have a pet? AS-TU UN ANIMAL?!</p> <p>Unit Objective: To say what pet you have and do not have in French</p> <p>Skills we will develop: To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> É sound in Cécile E sound in je & de EAU sound in oiseau Silent letters. 'S' Elision

						<p>front support, back support, matching and contrasting balances, part-body-weight partner balances</p> <ul style="list-style-type: none"> • Travelling • Bunny hop, skip, tiptoe walk, jump, hop, gallop, leaps, turns, pivots, spins • Roll • Pencil Roll (log roll), curled roll (egg roll), teddy bear roll, forwards roll (crouched or from standing) backwards roll (tucked) 			
Term 3	<p>Electricity</p> <p>Key Learning: 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. Explain effects of increasing/decreasing voltage on different parts of a circuit. Draw a circuit diagram using correct symbols and correctly labelled voltage. Explain how our understanding of electricity has changed over time. Explain how major discoveries have led to the widespread use of electricity.</p> <p>Key Vocabulary: voltage, circuit symbols, series circuit, electricity, current</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Plan scientific enquiry to answer a question • Recognise and control variables • Take measurements using scientific equipment • Record findings using labelled scientific diagrams • Record findings using graphs and tables. • Make decisions regarding how best to report findings • Report findings using scientific vocabulary • Use test results to make predictions and set up further enquiries. • Report a degree of trust in result. <p>Related Scientists Thomas Eddison, Alexander Graham Bell, Alessandro Volta, Florence Parpart</p>	<p>Crime and Punishment</p> <p>Key Topics: -Compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them. -Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. -Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highwayman Dick Turpin. -Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p> <p>Key Skills: -Change and continuity. -Working with historical evidence. -Similarity and difference</p> <p>Key Vocab: Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial.</p>	<p>Beliefs and Meaning (Salvation-Christianity)</p> <ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. 	<p>Programming A - Variables in a game (Purple Mash Unit 6.1,6.5)</p> <ul style="list-style-type: none"> • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project <p>Online Reputation</p> <ul style="list-style-type: none"> • Explain the ways in which anyone can develop a positive online reputation • Explain strategies anyone can use to protect their 'digital personality; and online reputation, including a degree of anonymity. • Online Bullying • Describe how to capture bullying content as evidence to share with others who can help. • Explain how someone would report online bullying in different contexts. 	<p>Rule of Law: L2, L3, L4, L5, H45, H46, H47</p> <p>Rules and laws. How they protect us. How are rules made? Basic rights of a child. Universal rights protect everyone. What cultural practices are against British laws (FGM, etc)?</p> <p>Drug Safety: H40, H43, H44, H46, H47, H48, H49, H50</p> <ul style="list-style-type: none"> • The damage caused by commonly available substances and drugs. What is a habit and why are they hard to change? Basic first aid. 	<p>• Net and Wall</p> <p>• Tennis</p> <ul style="list-style-type: none"> • Hit the ball with purpose, varying speed, height and direction. Direct the ball towards the opponent's court. • Perform skills such as forehand and backhand shots with control and confidence. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. • Participate in competitive games. • Adopt a good ready position and show good position on court. • Use good footwork that allows the ball to be hit with good technique. • Apply the principles of attacking • Identify spaces and understand the tactic of hitting into gaps. • Dance • Dance Skills • Identify and repeat the movement patterns and actions of a chosen dance style • Compose a dance that reflects the chosen dance style • Compose dance • Demonstrate controlled movements throughout a sequence • Combine flexibility, technique and movement to create a fluent sequence • Move appropriately within a particular style 	<p>• Composing and performing a leaver's song</p>	<p>Food Tech Design, make and evaluate Burgers including menu, costing and presentation</p> <ul style="list-style-type: none"> • Understand a recipe can be adapted by adding / substituting ingredients • -Explain seasonality of foods • -Learn about food processing methods • -Adapt recipes to change appearance, taste, texture or aroma. • -Describe some of the different substances in food and drink, and how they can affect health • -Prepare and cook a variety of savoury dishes safely and hygienically including the use of a heat source. 	<p>Spanish</p> <p>Language Angels: At School En el Colegio P</p> <p>Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in Spanish</p> <p>Skills we will develop: To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido & QU sound in porque • Stress Placement. • Accents.. • Ñ tilde.

						<p>in relation to the stimulus using various motifs, ways of travelling and levels.</p> <ul style="list-style-type: none"> • Move rhythmically and accurately. • Performance • Perform dances with fluency and control linking all movements with transitions that flow. • Perform sequences accurately and in time to music • Evaluate • Modify elements of a sequence as a result of self or peer evaluation • Thoroughly evaluate own and others' work suggesting thoughtful and appropriate improvements. • Vocabulary • Rhythm, motif, levels, transitions, movement phrases, timing, cannon, unison, mirroring, compose, improvise, expression, control, spatial awareness, body shape, stimulus, formation, style, technique • • • 			
Term 4	<p>Animals Including Humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Identify and name the organs and the main parts of these organs within the human circulatory system • Explain the functions of the heart, blood vessels and blood and lungs. • Recognise and describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Explain beneficial impacts of a healthy lifestyle. • Describe and explain the processes which break down food into nutrients. • Explain the ways in which nutrients and water are transported within animals, including humans. • Understand how the circulatory system and digestive system connect. <p>Key Vocabulary: internal organs, heart, liches, liver, kidney, brain, skeletal, muscle, muscular, digestive system, circulatory system, heart, blood vessels, blood, diet, exercise, drugs, lifestyle, nutrients, substance.</p> <p>Working Scientifically</p>	<p>Extreme Weather-Volcanoes, Earthquakes, Tsunamis and Tornadoes</p> <ul style="list-style-type: none"> • Content: • -Natural disasters • -Causes of extreme weather • -Impact of extreme weather • -Prevention methods • -Case study of extreme weather (flooding in Bangladesh) • Key skills: • -Challenges • -Systems • Key Vocab: • Tornado, flood, hurricane, droughts, blizzard, avalanche, heat wave, monsoon, thunder storm, ice storm, wildfire, tectonic plates, 	<p>Easter (Gospel-Christianity)</p> <ul style="list-style-type: none"> • I can explain how the influence people have had on me has affected what I see as important. • I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • I can give my opinion as to whether Christianity is a strong religion now and say why I think this. 	<p>Data & Information - Spreadsheets (Purple Mash Unit 6.3,6.9)</p> <ul style="list-style-type: none"> • To identify questions which can be answered using data • To explain that objects can be described using data • To explain that formula can be used to produce calculated data • To apply formulas to data, including duplicating • To create a spreadsheet to plan an event • To choose suitable ways to present data <p>Managing Online Information</p> <ul style="list-style-type: none"> • Explain how search engines work and how results are selected and ranked • Explain how to use search technologies effectively. 	Bikeability	<ul style="list-style-type: none"> • Net and Wall • Badminton • • Experiment with the racket using different skills. • Play shots at different heights, direction and speed • Improve hitting the shuttle whilst moving • Improve consistency of shots to build longer rallies and directing of shots • Demonstrate good technique and accuracy of forehand, backhand and overhead clear. • Demonstrate skills learnt when competing against others including serving, returning a serve, accuracy of shot whilst moving at pace. • Understand tactics such as aiming in to space to beat an opponent and tactical serves to deceive an opponent • Demonstrate fast paced movements and liches whilst increasing shuttle accuracy. • Hit shuttle with good stance and grip on both forehand and backhand. • Gymnastics • Forming Routines in groups 	<p>• Berkshire Maestros</p>	<ul style="list-style-type: none"> • Sculpture • Exploring the works of sculpture Choi Jeong Hwa • • -Produce a sculpture using coil technique. • -Develop artistic language when discussing sculpture such as using the term 'form' to discuss a 3D sculptural object. • -Discuss and evaluate their own work, identifying both areas of success and ways in which they could develop. • -Solve problems as they occur. • -Use language appropriate to skill and technique. • -Use a rolling pin to roll clay to an even thickness. • -Develop understanding of different ways of finishing work glaze, paint, polish. • -Work in a safe, organised way, caring for equipment. 	<p>French</p> <p>Weather: QUEL TEMPS FAIT-IL? !</p> <p>Unit Objective: To be able to describe the weather in French</p> <p>Skills we will develop: To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> • E sound in le & de • EAU sound in beau • Silent letters..

	<p>Plan and select appropriate scientific enquiry to answer scientific questions. Report degree of trust in results. Report on findings including conclusions, causal relationships and explanations. Take measurements with increasing accuracy and take repeat readings if necessary. Identify and explain the variables they will control in an investigation. Choose the most appropriate graph to use to present data. Present data using a graph</p> <p>Related Scientists</p>			<ul style="list-style-type: none"> Describe how some online information can be opinions and give examples. Explain how and why some people may present opinions as facts. Explain why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or even legal. Define the terms influence, manipulation and persuasion and explain how someone might encounter these online (eg targeted ads) Understand the concept of persuasive design and how it can be used to influence people's choices. Demonstrate how to analyse and evaluate the validity of facts and information and explain why using these strategies are important. Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. describe the difference between online misinformation and disinformation Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen Identify, flag and report inappropriate content. 		<p>using synchronisation and canon</p> <ul style="list-style-type: none"> Gymnastics Skills Create own complex sequences involving travelling, balancing, holding shapes, jumping, leaping, stretching and vaulting Confidently incorporate apparatus into sequences. Use apparatus to vary levels within a performance. Work with a partner to develop a routine including both cannon and synchronised elements. Exploring how apparatus can be used to enhance a performance through different levels. Jumps Straight, tuck, star, jumping jack, half turn, cat spring, full turns, (using vaults and springboards) split leap Shapes Kneeling balances, standing balances, pike, tuck, star, straight and straddle shapes, front support, back support, matching and contrasting balances Travelling Bunny hop, skip, tiptoe walk, jump, hop, gallop, leaps, turns, pivots, spins Roll Pencil Roll (log roll), curled roll (egg roll), teddy bear roll, forwards roll (crouched or from standing) backwards roll (tucked) 			<ul style="list-style-type: none"> Elision
Term 5	<p>Living Things and their Habitat</p> <p>Key Learning: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Classify animals, plants and microorganisms based on features or characteristics. Give reasons for classifying plants and animals based on specific characteristics. Classify living things using the Linnaean system. Explain how living things are classified at each level of the Linnaean system.</p>	<p>What impact did WWII have on life in Britain?</p> <p>Key topics: - Offer reasons to explain why the war started and demonstrate a full understanding of a wide range of World War II events. -explore the significance of key events. -explain how and why the changing role of women was significant to the war effort. -recall key facts about rationing, evacuation and the Holocaust.</p>	<p>Beliefs and Moral Values (Islam)</p> <ul style="list-style-type: none"> I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. 	<p>Creating Media - 3D Modelling (Purple Mash Unit 5.6)</p> <ul style="list-style-type: none"> To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes 	<p>Enterprise Skills</p> <ul style="list-style-type: none"> What is meant by enterprise? Develop enterprise skills through a class project 	<p>Athletics</p> <ul style="list-style-type: none"> RUNNING Understand and apply appropriate pace judgements for the running distance to be covered. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. JUMPING Understand and apply the 	<p>• Berkshire Maestros</p>	<ul style="list-style-type: none"> Painting Exploring the work of artist Uzo Egonu and creating traditional art with a hint of modernism -Mix colour, tones and shades with increasing confidence, building on previous knowledge. -Work in a sustained and independent way to develop their own style of painting. -Use techniques, colours and effects in an appropriate way to 	<p>Spanish</p> <p>Language Angels: Weekend El Fin De Semana P</p> <p>Unit Objective: To describe what activities I do at the weekend with a time and an opinion in Spanish</p> <p>Skills we will develop: To be able to say and write what activities you do at the weekend, at what time you do them</p>

	<p>Describe characteristics of different microorganisms.</p> <p>Key Vocabulary: Classification, animals, microorganisms, organisms, cells, vertebrates, invertebrates, classify, mammals, fish, amphibians, reptiles, birds</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Record data using classification keys. Identify scientific evidence that has been used to support or refute ideas or arguments. Present findings orally. Ask and answer questions using existing scientific knowledge <p>Related Scientists Carl Linneus</p>	<p>Key Skills: -Causation. -Similarity and difference. -Working with historical evidence</p> <p>Key vocabulary: Star of David, blitz, barrage balloon, Anderson shelter, George cross, air raid shelter, nazi flag, Adolf Hitler, Spitfire, soldier, German stick grenade, swastika, German iron cross, Winston Churchill, Hand Grenade.</p>	<ul style="list-style-type: none"> I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. 	<ul style="list-style-type: none"> To design a digital model by combining 3D objects To develop and improve a digital 3D model Health, Wellbeing & Lifestyle Describe common systems that regulate age-related content and describe their purpose. (PEGI, BBFC, parental warnings) Recognise and discuss the pressures that technology can place on someone and how and when they could manage this. Recognise features of persuasive design and how they are used to keep users engaged. Assess and action different strategies to limit the impact of technology on health. (night-mode, posture, regular breaks, sleep, exercise) 		<p>appropriate jumping techniques to achieve maximum height and distance.</p> <ul style="list-style-type: none"> Maintain control at each stage of a triple jump Further develop technique for standing vertical jump THROWING Demonstrate a range of throwing actions. E.g. push, pull, sling using different equipment (javelin, shot put, discus). Understand and apply the appropriate throwing techniques to achieve maximum distance. Measure and record distance of throws to improve personal best Develop and refine throwing technique to improve accuracy <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> Orientate themselves with confidence and accuracy around the orienteering course under time pressure. Design an orienteering course that is clear to follow and offers challenges to others. 		<p>represent things seen – e.g. brushstrokes following direction of the grass, stippling to paint sand, watercolour bleeds to create clouds etc.</p> <ul style="list-style-type: none"> Understand which effects work well in their work and why. Confidently control the types of marks made and experiment with different effects and textures, e.g. clocking in colour, thickened paint to create texture, washes. 	<p>but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> B sound in aburrido V sound in voy, veo, divertido & levanto Stress Placement. Words that end in a consonant Accents. Silent letters.
Term 6	<p>Lab Skills</p> <p>Key Learning:</p> <p>Key Vocabulary</p> <p>Working Scientifically:</p>	<p>The Americas</p> <ul style="list-style-type: none"> Key concepts: <ul style="list-style-type: none"> North and South America Physical features of areas of the Americas Climate of areas of the Americas Human geography of an area of North America; Wonders of the Americas Key Skills: <ul style="list-style-type: none"> Systems Connections Key Vocab: Climate, Topography, Grid Reference, Land Use, Trade Links, Physical Geography, Human Geography, States 		<p>Programming B - Sensing</p> <ul style="list-style-type: none"> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device <p>Key vocabulary</p> <ul style="list-style-type: none"> Micro:bit, MakeCode, input, process, output, flashing, USB, Selection, condition, if then else, variable, random, Input, sensing, accelerometer, Compass, direction, variable, navigation, design, task, algorithm, step counter, plan, create, code, test, debug Privacy and Security Describe effective ways people can manage passwords. 	<p>Transition:</p> <p>H23, H24, H35, H36</p> <ul style="list-style-type: none"> Transition to secondary school. Dealing with loss and separation. 	<ul style="list-style-type: none"> Use navigation equipment (maps and compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective style. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively under pressure. Work effectively as part of a team demonstrating 	<p>Berkshire Maestros</p>	<p>Design Tech Levers/Pulleys (Vacuum Cleaner)</p> <p>Design:</p> <ul style="list-style-type: none"> Use research of user's individual needs, wants, requirements for design Create own design criteria and specification Make design decisions, considering, resources and cost Independently model and refine design ideas by making prototypes and using pattern pieces Use computer-aided designs <p>Make:</p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Follow and adapt detailed step-by-step plans Accurately measure, mark out, cut and 	<p>French</p> <p>My House: CHEZ MOI !</p> <p>Unit Objective: To describe what rooms there are and are not in your home in French</p> <p>Skills we will develop: To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p> <p>Phonics & pronunciation we will see:</p> <ul style="list-style-type: none"> Recommended phonics focus: É E È EAU EUX E sound in appartement EAU sound in bureau

				<ul style="list-style-type: none"> • Explain what to do if a password is shared, lost or stolen • Describe how and why people should keep software and apps up to date • Describe simple ways to increase privacy on apps and services that provide privacy settings • Describe ways in which some online content targets people to gain money or information illegally and describe strategies to help identify such content (phishing, scams) • Know that online services have Ts&Cs to govern their use. <p>Copyright and Ownership</p> <ul style="list-style-type: none"> • Demonstrate the use of search tools to find and access online content which can be reused by others. • Demonstrate how to make references to and acknowledge sources I have used from the internet. 		<p>leadership skills when necessary.</p> <ul style="list-style-type: none"> • Successfully use a map to complete an orienteering course. • Use a compass for navigation. • Complete an orienteering course on multiple occasions in a quicker time due to improved technique. <p>Striking and Fielding Cricket</p> <ul style="list-style-type: none"> • To demonstrate an understanding of rules, aims and tactics of kwik cricket. • Bowl using an overarm technique with accuracy • When bowling, begin to vary speed and length of delivery • When batting, hit ball with purpose, varying speed, height and direction • When batting think tactically in order to score runs • When batting, communicate with partner • When fielding, work as part of a team to cover areas to make it harder for the batter to score runs. • Perform skills and techniques including retrieving, intercepting and stopping a ball with accuracy, confidence and control. • Choose skills and tactics to meet the needs of the situation. 	<p>shape materials/component s</p> <ul style="list-style-type: none"> • -Accurately assemble, join and combine materials/component s <p>Evaluate:</p> <ul style="list-style-type: none"> • -Keep checking design is the best it can be. • -Evaluate ideas and finished product against specification, stating if it's fit for purpose • -Do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose • -Consider the impact of products beyond their intended purpose 	<ul style="list-style-type: none"> • Silent letters. • Elision.
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