



## Billingshurst Primary School Yearly Curriculum Plan: Year 6

Subject	Autumn		Spring	Summer
School Values	<b>Kindness:</b> equality, care, respect.		<b>Love of Learning:</b> excellence, ambition, pride in ourselves and our school, curiosity.	<b>Happiness:</b> trust, safety, positivity, responsibility.
Learning skills These will be taught throughout the year and are not linked to any particular term.	Be curious	Be creative	Be resilient	Be a team player
	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others
Topic/Theme	Layers of the landscape		World War II	Something wicked this way comes
Learning experiences	Field Trip – Pulborough Brooks Visit – Mountaineer Book Week – last 2 weeks of Autumn 1		Drama Workshop – Evacuation (Spring 1) WW2 dance: The Lambeth Walk (Spring 1) Field Trip - Synagogue (Spring 1) Field Trip - Imperial War Museum (Spring 2) Safer Internet Day – 9 <sup>th</sup> February 2021	Workshop – Immersion day (Character, Plot, Language) Residential Bikeability Production - Outdoor
Core Texts to support topic/theme	River Boy - Tim Bowler Wind in the Willows - Kenneth Grahame The Dam – David Almond The River Singers – Tom Moorhouse Trash - Andy Mulligan An Atlas of Imagined Islands - Huw Lewis Jones The Writers Map - Huw Lewis Jones		Goodnight Mr Tom – Michelle Magorian Rose Blanche - Christophe Gallaz Letters from the Lighthouse - Emma Carroll The Book Thief - Marcus Zusak Once – Morris Gleitzman Now or Never: A Dunkirk Story – Bali Rai Carrie's War – Nina Bawden Machine Gunners – Robert Westall When Hitler stole Pink Rabbit – Judith Kerr	Shakespeare – Macbeth Lady of Shalott - Tennyson (Narrative Poem) Jabberwocky – Lewis Carroll (Narrative Poem) Aesop's Fables Grimm's Tales – Philip Pullman Anderson's Fairy Tales Boy in the Girl's Bathroom – Louis Sachar

		Our Castle by the Sea – Lucy Strange The Lion and the Unicorn – Shirley Hughes The Emergency Zoo – Miriam Halahmy The Buried Crown - Ally Sherrick My Secret War Diary - Marcia Williams	
<b>English</b>	<p>All writing opportunities will be based on the 4 main purposes of writing: <b>to persuade, to inform, to entertain and to explain.</b></p> <p>Writing opportunities will be equally based on using the core text as a stimulus, and also writing that comes as a result of learning in foundation subjects.</p> <p>The audience for each piece of writing will differ in order for children to show they can adapt the voice of their writing accordingly.</p> <p>Reading skills will be taught in English lessons when accessing core texts and also in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.</p>		
	<p><b>Writing composition</b></p> <p><b>Plan their writing:</b></p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Draft and write:</b></p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</p> <p><b>Evaluate and edit:</b></p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><b>Proof-read for spelling and punctuation errors</b></p> <p><b>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</b></p>		

	<b>Writing Opportunities</b> <ul style="list-style-type: none"> <li>• Poetry: Inspired by rivers (examples by Valerie Bloom)</li> <li>• To explain: Report on how rivers are formed</li> <li>• Narrative: Based on River Boy and own personal art composition</li> <li>• To persuade: Linked to Trash - based on finding a wallet</li> <li>• To inform: A formal report to National Geographic based on an imagined land</li> <li>• Narrative: Based in an imagined land and told from multiple perspectives</li> <li>• To explain: Carry out a series of enquiries that explore the effects of voltage on electrical circuit components and write up your findings, causal relationships and explanations in a written report</li> </ul>	<b>Writing Opportunities</b> <ul style="list-style-type: none"> <li>• To Inform: Chronological report based on the causes of WW2</li> <li>• To entertain: Letter writing from the perspective of an evacuee</li> <li>• To explain and persuade: Formal government publication written for parents based on Operation Pied Piper</li> <li>• Narrative: Based on the Blitz</li> <li>• To entertain: Descriptions of a setting taken from Rose Blanche</li> <li>• To Inform: Letter writing in role as Rose Blanche to an aunt; asking for advice on what to do on discovering the camp</li> <li>• To inform and persuade: Formal report for government feeding back recommendations for the best material to blackout munitions factory</li> </ul>	<b>Writing Opportunities</b> <ul style="list-style-type: none"> <li>• Narrative: Battle Scene Narrative (Act 1, Scene 2)</li> <li>• Poetry: Writing incantations (Act 1, Scene 3)</li> <li>• To inform and instruct: Recipe instructions (Act 1, Scene 3)</li> <li>• To Entertain: Extract from a narrative involving Macbeth and witches. Focussing on the description and development of a character through dialogue (Act 1, Scene 3)</li> <li>• To persuade: Letter writing in role as Lady Macbeth (Act 1, Scene 5&amp;7)</li> <li>• To inform: Auto-biography written as a character from Macbeth</li> <li>• To entertain: Reflective diary entry written in role as Macbeth (Act 1, Scene 4) and after the murder – contrast to earlier entry (Act 2, Scene 2)</li> <li>• To explain: Create an information leaflet for a doctor's surgery explaining the composition of blood and the role it plays in the human body</li> </ul>
<b>Maths</b>	<b>Number:</b> place value <b>Number:</b> addition, subtraction, multiplication, division, fractions <b>Geometry:</b> position and Direction	<b>Number:</b> fractions, decimals, percentages, ratio, algebra <b>Measurement:</b> converting units, perimeter, area and volume	<b>Geometry:</b> properties of shapes, angles of triangle and polygon, draw nets of 3D shapes, circles <b>Statistics:</b> line graphs, pie charts (with %), mean <b>Investigations</b>
<b>Science</b>	<u>Living things and their habitats</u>	<u>Light</u>	<u>Animals Including Humans</u>

	<p>Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</b></p> <p><b>Using test results to make predictions to set up further comparative and fair tests</b></p> <p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function including brightness, loudness and the on/off position of switches.</p> <p>Use recognised symbols when representing circuit diagrams.</p> <p>Link to hydroelectricity and renewable energy</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Take measurements, using a range of scientific equipment, with increasing accuracy and precision</b> Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals</p> <p><b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</b> Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables</p> <p><b>Use test results to make predictions to set up further comparative and fair tests</b></p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Take measurements, using a range of scientific equipment, with increasing accuracy and precision</b> Repeat sets of observations or measurements where appropriate, selecting suitable ranges and intervals</p> <p><b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</b> Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables</p> <p><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written forms such as displays and other presentations.</b></p>
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	<p><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p> <p>Recognise significant variables in investigations, selecting the most suitable to investigate</p> <p>Explain why particular pieces of equipment or information sources are appropriate for the questions or ideas under investigation</p> <p><b>Use test results to make predictions to set up further comparative and fair tests</b></p> <p><b>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written forms such as displays and other presentations.</b></p> <p>Distinguish between opinion and scientific evidence in contexts related to science, and use evidence rather than opinion to support or challenge scientific arguments.</p>		<p><b>Use test results to make predictions to set up further comparative and fair tests</b></p> <p><b>Understand the applications and implications of science</b></p> <p><b><u>Evolution</u></b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Identify scientific evidence that has been used to support or refute ideas or arguments.</b></p>
<b>History</b>		<p>WW2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history, the Battle of Britain (WW2)</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Plan and carry out individual investigations.</p>

		<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place current study on a timeline in relation to previous learning. Represent periods of continuity and change on a timeline.</li> <li>● Use dates accurately in describing events.</li> <li>● Note connections, contrasts and trends over time and show some use of historical terms.</li> <li>● Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Understand how our knowledge of the past is constructed from a range of sources</li> <li>● Use critical thinking to: deduce information about the past, give reasons for the choice of evidence, form testable hypotheses about the past and justify claims about the past.</li> <li>● Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>● Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place current study on a timeline in relation to previous learning. Represent periods of continuity and change on a timeline.</li> <li>● Use dates accurately in describing events.</li> <li>● Describe the main changes in the period of history using terms such as social, religious, political, technological and cultural</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>● Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences</li> </ul> <p><b><u>Communication</u></b></p>
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		<ul style="list-style-type: none"> <li>● Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences</li> <li>● Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these decisions</li> <li>● Empathise with and criticise decisions and the consequences of these decisions</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>● Use appropriate historical vocabulary to communicate e.g. dates, time period, era, change, chronology, continuity, century, decade and legacy</li> <li>● Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past</li> <li>● Use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology, continuity, century, decade and legacy</li> <li>● Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past</li> <li>● Use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul>
<b>Geography</b>	<p>Name and locate main <b>rivers</b> of the <b>United Kingdom and the world</b></p> <p>Describe and understand key aspects of <b>physical</b> geography including: <b>rivers and earthquakes</b></p>		

	<p>Locate their geographical regions and their human and physical characteristics</p> <p>Identify the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a <b>region</b> in the <b>United Kingdom and the world</b></p> <p>Use maps, atlases (OS), globes, digital computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass and six figure grid references, symbols and keys to build their knowledge of the UK and the wider world</p> <p>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch, maps, plans and graphs and <b>digital technologies</b>. (Year 6 focus is digital technology)</p>		
Art and Design	<u>Landscape</u>	<u>Bodies</u>	<u>Printing (Link to Shakespeare play)</u>



	<p><b><u>Drawing</u></b></p> <p>Artists: Vincent van Gogh, David Hockney</p> <p>I can create imaginative work from a variety of sources e.g. observational drawing outdoors</p> <p><b><u>Painting Colour: Layers of the landscape (Link to rivers and field trip)</u></b></p> <p>I can carry out preliminary studies, trying out different media, materials and mixing appropriate colours</p> <p>I can develop a painting from drawing, sketching lightly to combine line and colour.</p> <p>I can develop an awareness of composition</p> <p>I can use brush techniques and qualities of paint to create texture</p> <p>I can show an awareness of how paintings are created, primarily through the study of the work of other artists</p>	<p>Artists Henry Moore - Shelter Work (Link WW2)</p> <p>Anthony Gormley &amp; Alberto Giacometti - Figurative work</p> <p><b><u>Observational drawing</u></b></p> <p>I can use drawing as an outset method in the preparation of extended or larger pieces of work.</p> <p>I can make different marks, lines and shapes within drawing using a range of drawing media</p> <p>I can use different techniques for different purposes</p> <p>I can begin to use simple perspective in my work using a single focal point and horizon</p> <p>I can develop my own style using tonal contrast and mixed media</p> <p><b><u>Sculpture - Human body (movement)</u></b></p> <p>I can plan a sculpture through drawing and other preparatory work</p> <p>I can develop skills in using modelling techniques in clay (clay figure sketches)</p> <p>I can shape, model and construct from observation</p> <p>Combine visual and tactile qualities. Use framework (wire) to provide stability and form.</p>	<p>Artist: Shepard Fairey (Chris Ofili)</p> <p>I can create printing blocks by simplifying a sketch book idea</p> <p>I can use relief or impressed methods for making prints (children to have choice)</p> <p>I can create prints with two or more overlays</p> <p>I can work into prints with a range of media e.g. pens or paints.</p> <p>I can create accurate patterns showing fine detail</p> <p><b><u>Digital Media (Link to portraits)</u></b></p> <p>I can record, collect and store images using digital cameras and video recorders</p> <p>I can use a graphics package to create and manipulate the images collected and recorded</p> <p>I can import an image taken into a graphics package</p> <p>I can understand that a digital image is created by layering</p> <p>I can create layered images from original ideas (sketch books etc....)</p>
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		I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations (I.e movement)	
<b>Computing</b>	<b>Coding:</b> Use variables to design and create programs for a range of purposes. These should include: IF THEN ELSE conditions, specified degrees of rotations, changed position of objects between screen layers (send to back, bring to front), uploaded and edited sound. Control events using the broadcast function.	<b>E-Safety:</b> Identify a range of ways to report concerns about content out of school, including tablets and phones.  Be aware of the possible implications of sharing or downloading copyrighted materials, the effect of online comments, the potential risks of your digital footprint and what happens to personal data and how to protect it, including protecting other people's personal data.  Collaborate safely online.	<b>Data handling:</b>  <b>Scientists</b> Science investigation- use heart rate monitor to record and measure data.  Enter data and formulae into cells, modify the data and formula, make predictions and check results in a spreadsheet software package. Present results using a combination of software to achieve a given goal.  <b>Multimedia:</b>  <b>Moviemaker – stop motion animation to music</b>  (clips, titles, music, scrolling, credits)  Creating documentaries- movie maker, video editing software. Audio recording.
<b>Design and technology objectives</b> <b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>Make</b>			

<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients</u>, according to their functional properties and aesthetic qualities</p> <p><b><u>Evaluate</u></b></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>			
<b>Design technology</b>	<p><b>Electrics (Linked to science / computing curriculum)</b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p><b><u>Cooking:</u> Children will use a recipe to create their own pickles. Link to Maths learning on ratios, the recipe must be different to the required amount. (Link to Land Army growing and pickling).</b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Select correct <b>storage</b> and correct ingredients, using knowledge of micro-organisms.</li> <li>• Measure accurately; calculate ratios of ingredients to scale up or down from recipe.</li> <li>• Build on prior knowledge of cooking techniques.</li> <li>• Create and refine recipes including ingredients, methods, cooking times and temperatures.</li> </ul>	<p><b><u>Materials and construction incorporating mechanics and electronics:</u> Design workshop real life problem and solution (Summer term project)</b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>• <b>Independently develop</b> a product that uses a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding)</li> </ul> <p><b><u>Technical knowledge (Mechanics)</u></b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>

			<ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>
<b>Languages</b>	<p><b><u>Reading and comprehension</u></b></p> <p>At School</p> <p><b><u>Intercultural understanding</u></b></p> <p>Shops and in my town (Geography link)</p>	<p><b><u>Listening and comprehension</u></b></p> <p>Numbers, colour and weather</p> <p><b><u>Speaking skills</u></b></p> <p>Clothes</p>	<p><b><u>Writing</u></b></p> <p>Body</p> <p><b><u>Writing</u></b></p> <p>Sports (Sports day link)</p>

<p><b>Music</b></p>	<p>Linked to geography – water, rivers – music inspired by nature</p> <p>Develop a deeper understanding of the history of music (Composers and Musicians) eg. Medieval 800-1400, Renaissance 1400-1600, Baroque 1600-1750, Classical 1750-1820, Romantic 1820-1910, Modern 1910 – present.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p><b>Project focus:</b> Instruments - Glockenspiels</p> <p><b>Charanga:</b> Glockenspiel Stage 2 (can be used for either instrument).</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> </ul>	<p><b>WW2 songs</b></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p><b>Project focus:</b> Composition and notation</p> <p><b>Purpose/Audience:</b> To send recordings to other classes in school/schools in the locality to get their feedback and development points.</p> <p><b>Vocabulary:</b> quaver, crotchet, dotted crotchet, minim, semibreve, rest</p> <ul style="list-style-type: none"> <li>Use the standard musical notation of quaver, crotchet, dotted crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble clef and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and ♭ (flat) symbols.</li> </ul> <p>Use and understand simple time signatures.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>To confidently recognise the symbols for quaver, crotchet, minim, semibreve, rest.</li> <li>Compose a piece of music for a purpose.</li> </ul>	<p><b>Project focus:</b> Singing (YR6 End of year production)</p> <p><b>Revise Vocabulary/ Themes:</b> Lyrics, melody, purpose, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, cultural context.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Sing or play expressively and in tune.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Perform in solo or ensemble with controlled breathing (voice) and awareness of others.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use drones (sustained notes) and melodic ostinato (repeated patterns) based on the pentatonic scale.</li> <li>• Create rhythmic patterns with an awareness of purpose, timbre and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Record a simple composition using standard notation (rhythm and pitch) e.g. using pentatonic scales and simple crotchet, quaver, rest rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform songs with verses and a chorus.</li> </ul>
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<b>PE</b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		
<b>PE: outdoors</b>	<p><b>Games- Tag rugby</b></p> <ul style="list-style-type: none"> <li>• Consolidate passing and moving</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking tactics in game situations</li> <li>• Create, understand and apply defending tactics in game situations</li> <li>• Consolidate attacking and defending in mini games</li> </ul> <p><b>Games- Basketball</b></p> <ul style="list-style-type: none"> <li>• Consolidate keeping possession</li> <li>• Consolidation of possessional skills, develop officiating</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking tactics in game situations <ul style="list-style-type: none"> <li>• Create, understand and apply defending tactics in game situations</li> </ul> </li> </ul>	<p><b>Games- Hockey</b></p> <ul style="list-style-type: none"> <li>• Consolidate keeping possession</li> <li>• Consolidation of possessional skills, develop officiating</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking tactics in game situations</li> <li>• Create, understand and apply defending tactics in game situations</li> </ul> <p><b>Games- Netball</b></p> <ul style="list-style-type: none"> <li>• Consolidate keeping possession, possession scenarios</li> <li>• Consolidation of possessional skills, develop officiating</li> <li>• Consolidate defending understand and apply defending tactics I game situations <ul style="list-style-type: none"> <li>• Consolidate defensive tactics; understand and apply defensive tactics in game scenarios</li> </ul> </li> </ul>	<p><b>Games - Rounders/ cricket</b></p> <ul style="list-style-type: none"> <li>• Consolidate batting</li> <li>• Consolidate fielding</li> <li>• Consolidate bowling</li> <li>• Create, understand and apply attacking tactics in game situations</li> <li>• Create, understand and apply defensive tactics in game situations</li> <li>• Introduction to full rounders</li> <li>• Consolidate fielding tactics</li> <li>• Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>• Batting considerations Athletics</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• SPORTS DAY skills and preparation</li> <li>• Level 1 Running</li> <li>• Level 1 Throwing</li> <li>• Level Jumping</li> <li>• Mini Olympics</li> </ul>

PE: Indoors	<b><u>Problem Solving</u></b> <ul style="list-style-type: none"><li>• Benches and mats challenge</li><li>• Round the clock card challenge</li><li>• The pen challenge</li><li>• The river rope challenge</li><li>• Caving challenges</li></ul> <b><u>Gym- Matching &amp; Mirroring</u></b> <ul style="list-style-type: none"><li>• Introduction to matching</li><li>• Application of matching learning onto apparatus</li><li>• Introducing mirroring</li><li>• Application of mirroring learning onto apparatus</li><li>• Sequence development</li></ul>		<b><u>Dance - WW2 – The Blitz</u></b> <ul style="list-style-type: none"><li>• Exploring movements of the time period</li><li>• Developing character movements linked to the different social classes</li><li>• Creating rhythmic patterns using our body</li><li>• Extending our choreography through controlled movements, character emotion and expression</li><li>• Explore the relationships between characters applying character emotion and expression</li><li>• Performance and reflection</li></ul>		<b><u>Health Related PE</u></b> <ul style="list-style-type: none"><li>• Initial Fitness Assessment</li><li>• Cardio Fitness 1</li><li>• Flexibility</li><li>• Strength</li><li>• Cardio Fitness</li><li>• Fitness Assessment</li></ul> <b><u>Dance - Carnival – End of Year</u></b> <ul style="list-style-type: none"><li>• Performing with technical control and rhythm in a group</li><li>• Creating rhythmic patterns using the body</li><li>• Experiencing dance from a different culture</li><li>• Chorographical elements including still imagery</li></ul>	
	PHSE	<b><u>New Beginnings</u></b> Empathy, self-awareness, social skills and motivation.	<b><u>Getting On and Falling Out</u></b> Empathy, managing feelings (with a focus on anger) and social skills.	<b><u>Going For Goals</u></b> Motivation and self-awareness.	<b><u>Good To Be Me</u></b> Self-awareness – feeling good about myself and taking sensible risks.	<b><u>Relationships</u></b> Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family home, or a loved one.
RE	<b><u>Belonging</u></b>		<b><u>Learning about different faiths:</u></b>		<b><u>Beliefs and Teachings</u></b>	



	<p>Themes – figures who have an influence on others:</p> <p>Such as Nelson Mandela, Rosa Parks, Anne Frank, Malala Yousafzai</p> <p><b><u>Comparisons between faiths</u></b></p> <p>Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)</p> <p><b><u>Christmas story</u></b></p> <p>Compared to the birth of the Hindu, Islam, Judaism faith leader.</p>	<p>Judaism- What is it like being a Jew?</p> <p>Exodus</p> <p>Creation story</p> <p>Jewish people in WW2</p> <p>(This should include a visit to the place of worship)</p>	<p>To be able to reflect on ideas of right and wrong and their own and others' responses to them. (Link to Macbeth)</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all including Humanism.</p>
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