



Year 6

Autumn - Survival of the Fittest

Spring - Beyond the Great Wall

Summer - The American Dream





Topic – Survival of the Fittest

Year 6 – Autumn Term

Subject – Science – Living Things and their Habitats



Prior Learning	In Year 4, children learnt to recognise that living things can be grouped in a variety of ways. They explored and used classification keys to help group, identify and name a variety of living things in the local and wider environment. They also recognised that environments can change and that this can sometimes pose dangers to living things.
What Comes Next	Children will follow the Key Stage 3 curriculum
Key Vocabulary	Invertebrates, invertebrates, mammal, reptile, fish, insect, amphibian

Notes and Guidance	Skills	Knowledge
<p>Pupils should build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Pupils might work scientifically by using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <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. 	<ul style="list-style-type: none"> That broad groupings such as micro-organisms, plants and animals can be subdivided That animals can be classed into vertebrates and invertebrates. Know that Carl Linnaeus, a pioneer of classification, completed that significant work. That classification keys can be used and systems can be used to identify some animals and plants

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Prior Learning	This is a new area of learning not found earlier in the curriculum.
What Comes Next	Children will follow the Key Stage 3 curriculum
Key Vocabulary	Classification, habitat, evolution, inheritance, adaptation.

Notes and Guidance	Skills	Knowledge
<p>Building on what they learned about fossils in the topic on rocks in Year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.</p> <p>Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or argument <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. 	<ul style="list-style-type: none"> That characteristics are passed from parents to their offspring That, in some creatures, characteristics can be mixed when breeding That variation in offspring over time can make animals more or less able to survive in particular environments That there are advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers That Charles Darwin and Alfred Wallace developed their ideas on evolution.

<p>Enrichment</p> <p>During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.</p>



Topic – Survival of the Fittest
Year 6 – Autumn Term
Subject – History



Prior Learning	In Year 5, children studied the Anglo-Saxon settlement of Britain and explored their way of life and impact on British history.	
What Comes Next	In Key Stage 3, children will continue to consolidate their knowledge.	
Key Vocabulary	Time period, era, chronology, continuity, change, century, decade, legacy, Vikings, raider, travellers, long boats, traders, beliefs, society, significance, conquerors, settlement, archaeological evidence, achievement, craftsman, legacy, Danegeld	
Notes and Guidance	Skills	Knowledge
Children should explore the Viking raids on and eventual settlement in Britain. They will learn about the early attacks on monasteries and the eventually formation of the Danegeld. Direct comparisons of their way of life will be made with the Saxons who the children studied in Year 5.	<ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past. Consider different ways of checking the accuracy of interpretations of the past. Know that people in the past represent events or ideas in a way that may be to persuade others. Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Investigate their own lines of enquiry by posing historically valid questions to answer. Summarise the main events form a period of history, exploring order of events and what happened. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events. Use a range appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Talk about events in the past with confidence and factual accuracy. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> That the Vikings came mainly from Norway and Denmark and travelled in long ships. That the Vikings were great travellers and traded, raided and settled in other parts of Europe too. How and why they began raiding the coasts of Britain, attacking monasteries such as Lindisfarne. What the Danegeld was and why the Vikings began to settle in England. What every day Viking life was like and how it compared to the Saxons. What the Viking's religious beliefs were and how these compared with the Saxons. How the Saxons viewed the Vikings and why this might not have been accurate. The legacy that the Vikings left in Britain
Enrichment During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.		



Prior Learning	In Year 5, children's geography work has focused on the use of maps and looking at human settlements. They used maps to identify the UK's trade links with other countries. In Year 4, the children have studied rainforests and identified different climate zones in the world.
What Comes Next	In Key Stage 3, children will continue to consolidate their knowledge.
Key Vocabulary	Biomes, aquatic, grassland, forest, desert. Tundra, climate zone, vegetation, habitat.

Notes and Guidance	Skills	Knowledge
Children should use atlases to locate animal habitats in a range of areas. They could begin to look in some detail at vegetation, how it differs, and where it can be found. For example, how does the vegetation in the rainforest differ from that of forest in a temperate zone? What does that vegetation offer to creatures in terms of habitats?	<ul style="list-style-type: none"> To locate different biomes using an atlas. To locate climate zones using an atlas. To locate places using lines of longitude and latitude. To identify links between biomes and climate zones. 	<ul style="list-style-type: none"> To locate different biomes using an atlas. To locate climate zones using an atlas. To locate places using lines of longitude and latitude. To identify links between biomes and climate zones.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Topic – Survival of the Fittest
Year 6 – Autumn Term
Subject – Religious Education



Prior Learning	In Year 5, children reflected on ideas of temptation with a focus on Christianity and Islam. They also learnt about Hinduism and goodness. Their last learning on Judaism was in Year 3.
What Comes Next	Next Year, children will continue their RE learning at high school.
Key Vocabulary	Teachings, justice, fairness, charity, fairness, unfairness. Prayer, multi-faith.

Notes and Guidance	Skills	Knowledge
<p>U2.10 - 'Justice and Poverty: can religions help to build a fairer world? Christian Aid and Islamic Relief'</p> <p>U2.5 - 'Hindu, Jewish and Islamic Prayer- What? Where? How? When? Why?'</p>	<p>U2.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity Describe clearly examples of the impact of charitable work in the world today Explain some differences between the two charities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about charity, justice and the impact of religion, suggesting answers Explain the importance of the idea that God loves justice and is just to Muslims and Christians Express their own ideas about justice <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about prayer from Judaism and Islam Describe examples of texts which explain and influence Jews and Muslims in prayer <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about God and the practice of prayer Explain differences between the ways Jews and Muslims pray <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about prayer and God and explore varied answers Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways Give good reasons for their views about prayer and its value in different communities. 	<p>U2.10</p> <ul style="list-style-type: none"> Beliefs and teachings about justice from a Christian text. The differences about justice and fairness with texts studied in Islam and Christianity. The impact of charity work in the world today. The work of charities that seek justice. (Christian Aid, Islamic Aid) The difference between the two charities Islamic Aid and Christian Aid <p>U2.5</p> <ul style="list-style-type: none"> To learn beliefs about prayer from Hinduism, Judaism and Islam. To know the differences between the ways Hindus, Jews and Muslims pray.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored



Topic – Survival of the Fittest
Year 6 – Autumn Term
Subject – Art & Design



Prior Learning	In Year 5, children painted pictures focussing the work of Guy De Montlaur. They draw chalk and charcoal images inspired by Henry Moore.	
What Comes Next	The children will move to high school and progress onto the secondary curriculum for art.	
Key Vocabulary	Painting: vibrant, intense, subtle, bold, pale, earthy, translucent, opaque, neutral, sombre, acrylic paint, abstract, arrangement Drawing: manipulate, composition, reflection, direction, perspective, foreground, background, accurate, observe, expression, continuous, delicate, parallel, dramatic, gradated, highlight, varied, intricate, ornate	
Notes and Guidance	Skills	Knowledge
<p>During this term, the children will explore the work of Vincent Van Gogh and create a landscape acrylic painting in their own style. They will use learnt drawing skills to complete detailed sketches of animals.</p> <p>Artist: Vincent Van Gogh (Dutch Post-Impressionist Painter 1853-1890)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists working in different times and cultures Explore the work of Vincent Van Gogh Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and evaluate their work Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> Create texture using acrylic paint Use a range of paint types (e.g. acrylic, poster) to create visually interesting pieces Use colour knowledge to be able to select and create an appropriate palette Use a point of reference to be able to design and create a painting in Van Gogh's style <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Experiment with marks and lines to create different effects and texture Develop confidence in using pen /ink as a drawing medium 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Several facts about the life and works of Vincent Van Gogh <p>Painting</p> <ul style="list-style-type: none"> How to create texture using acrylic paint That acrylic paint has different properties to other paint types How to use acrylic paint to make an appropriate palette <p>Drawing</p> <ul style="list-style-type: none"> Which technique will create the effect they need? That ink will create a different effect to other drawing media That some pieces will need to be created over a more sustained period of time
<p>Enrichment</p> <p>During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.</p>		



Topic - Survival of the Fittest
Year 6 - Autumn
Subject - Design Technology



Prior Learning	The children have experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials and an understanding of what structures are and how they can be made stronger, stiffer and more stable.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

Notes and Guidance	Skills	Knowledge
<p>POAP – Frame structures</p> <p>Outcome – A scale model of a shelter to survive in the woodland</p>	<p>Designing</p> <ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures 	<ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Prior Learning	In Year 5, children learned how to perform as part of a round independently, expressed contrasting emotions through music, improvised an ostinato/ riff for a musical accompaniment, explored layering of rhythms in a composition, played crescendo and diminuendo using tuned and untuned percussion and followed music notation using notes on the stave.	
What Comes Next	The children will continue to layer melodic phrases on tuned and untuned instruments. They will then transition to the KS3 curriculum.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.	
Notes and Guidance	Skills	Knowledge
<u>Autumn</u> Sing for pleasure Listening March of the women (suffragettes) Composing – protest songs PPT Playing	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Extend skills working in small groups to: Create music with multiple sections (verse/chorus, Themes – A, B, A; ternary) including repetition and contrast. Use chord changes as part of an improvised sequence. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related dimensions of music for effect. Analyse and compare musical features choosing appropriate musical vocabulary. Notice and explore how music reflects time, place and culture. Understand and comment on the different cultural meanings and purposes of music, including contemporary culture. Further understand the differences between semibreves, minims, crotchets quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). .
Enrichment During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.		



Prior Learning	Children created animations using 2animate software in Year 5. They used shapes and text boxes to create a template and add images to support their writing. Children used effects on the page, including background colour and also use text effects to create an aged black and white newspaper visual.
What Comes Next	The children will transition to the KS3 curriculum.
Key Vocabulary	Animation, story board, character, plasticine, stop-motion, credit, age-related, regulated

Notes and Guidance	Skills	Knowledge
In this unit, children will be creating their own animations using the stop-motion technique. They will create their own characters and props and use the Stop Motion Studio app to record their animations. Children will learn about the history of famous stop-motion animations and how animation has developed for use in modern technology.	<ul style="list-style-type: none"> Plan their animation frame by frame using storyboards. Create their own characters using plasticine. Use the 'Stop Motion Studio' app to record their animation. Adapt the plasticine characters to convey movement. Add sound effects to their animation. Replace the background of their scene. Add titles and credits to their animations. Explain why social media, some computer games and online gaming, for example, are age restricted. E-Safety - Explain why social media, some computer games and online gaming, for example, are age restricted. 	<ul style="list-style-type: none"> Plan their animation frame by frame using storyboards. Create their own characters using plasticine. Use the 'Stop Motion Studio' app to record their animation. Adapt the plasticine characters to convey movement. Add sound effects to their animation. Replace the background of their scene. Add titles and credits to their animations. Explain why social media, some computer games and online gaming, for example, are age restricted. E-Safety - Explain why social media, some computer games and online gaming, for example, are age restricted.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Topic - Survival of the Fittest
Year 6 – Autumn
Subject - Physical Education (Teacher PE)



Prior Learning	In outdoor/adventurous last year, children solved problems in more familiar settings. The children developed their racket skills in Year 5 while participating in badminton activities. They last completed tennis activities in Year 4 where they started to use forehand and backhand shots.	
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.	
Key Vocabulary	Maps. Diagram, scale, symbols, orienteering, compass, challenges, problem solving, lead, follow, plan, trust, solve, team, design instructions, extend, know, orient. Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.	
Notes and Guidance		Skills
Autumn 1 – Outdoor/ Adventurous P.E Hub Unit Autumn 2 – Gymnastics P.E Hub Unit 2		<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To use information given by others to complete tasks and work collaboratively. To undertake more complex tasks. To take responsibility for a role in a task. To use knowledge of PE and physical activities to suggest design ideas and amendments to games. <p>Gymnastics Unit 2</p> <ul style="list-style-type: none"> To perform increasingly complex sequences and adapt performances. To combine own ideas with others to build sequences (including apparatus). To compose and practise actions and relate to music. To show a desire to improve across a range of gymnastics actions,
		Knowledge
		<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To know what a reef knot is and its function. To be able break a problem into smaller steps. To know how to reflect upon and improve practise. <p>Gymnastics Unit 2</p> <ul style="list-style-type: none"> To know what a stimuli is in the context of gymnastics. To know how to use criteria to devise a sequence. To know that rehearsal and evaluation improve actions and sequences created and performed.
<p>Enrichment</p> <p>During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.</p>		



Topic - Survival of the Fittest

Year 6 – Autumn

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Year 5, children started to think about how props can be used in dance and differences in styles of dance. In football, the children developed their ability to turn and run with the ball, beginning to use space effectively.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Creatively, imaginatively, compose, motifs, structure, accompaniment, expressively, sensitively, fluently. Shooting, team mates, restrict, opponent's space, defending, close control, possession.

Notes and Guidance	Skills	Knowledge
Autumn 1 – Topic based dance Autumn 2 – Football	<p>Topic based dance</p> <ul style="list-style-type: none"> • Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. • Perform to an accompaniment expressively and sensitively. • Perform dances fluently and with control. Use props within a performance. <p>Football</p> <ul style="list-style-type: none"> • Set up a shooting opportunity for a team mate. • Restrict an opponent's space by defending with my partner. • Use close control to keep possession of the ball under the pressure. 	<p>Topic based dance</p> <ul style="list-style-type: none"> • How to plan a dance as a group and how to combine motifs repeating the key ideas throughout the dance working independently. • Beat, tempo, rhythm, and pace are all components of timing that need consideration when performing to an accompaniment. • Fluency is the quality of smoothness and flow of movement in dance. <p>Football</p> <ul style="list-style-type: none"> • How to set up a shooting opportunity by passing the ball. • The difference between one to one marking and zonal marking. • Close control means being able to keep the ball under control and close to the foot.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Topic – Survival of the Fittest
Year 6 – Autumn
Subject – PSHE



Prior Learning	In Year 4, pupils celebrate the differences between their character traits and their peers and build on their knowledge and vocabulary of character traits. In Year 5 pupils look at the importance of regular exercise and explore a range of legal and illegal drugs and strategies to resist drug usage.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Calories, healthy diet, self-esteem, unique, self-identity, character traits, emotion, real-world, bullying, cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (All About Me)</p> <p>Autumn 2 – Christopher Winter Project (CWP) – Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p> <p><i>Skills and knowledge for curriculum areas 'Online relationships'/'Internet safety and harms' – please see Computing skills/knowledge grids</i></p>	<ul style="list-style-type: none"> Understand that character elements can be inappropriate at times and how to address this in real-life contexts (HMHM unit) (BV – Mutual Respect, Tolerance, Individual Liberty) Apply their understanding of bullying/cyber bullying and identify what they can do to help someone else and to get support for themselves (Anti-bullying week) (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) Identify their unique characteristics to promote self-identity and self-esteem (HMHM unit) (BV – Mutual Respect, Individual Liberty) Develop enhanced emotional understanding by applying emotion labels to real-life situations (HMHM unit) (BV – Mutual Respect, Individual Liberty) Understand how to express their emotions in a safe and healthy way (HMHM unit) (BV – Mutual Respect, Individual Liberty) Label their own character traits and understand these traits in real-world contexts (HMHM unit) (BV – Mutual Respect, Individual Liberty) What constitutes a healthy diet (including understanding calories and other nutritional content) (Science) (BV – Mutual Respect, Individual Liberty) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health) (Science/PE) ((BV – Mutual Respect, Individual Liberty, Rule of Law) Understand the effects, risks and law relating to cannabis (CWP unit) ((BV – Mutual Respect, Rule of Law) Understand the risk of volatile substance abuse (VSA) (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) Build an awareness of the options for getting help, advice and support (CWP unit) ((BV – Mutual Respect, Individual Liberty, Rule of Law) 	<ul style="list-style-type: none"> About character traits in themselves and others How to promote their own self-esteem and self-identify How to label a range of emotions on themselves and others in a variety of real life situations What to do to gain evidence of bullying online About what makes a healthy, balanced diet and understand calories The side-effects of unhealthy living What effect cannabis can have on your health and life The legal consequences of using cannabis The effects and risks of volatile substance abuse How to get and give help and support

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Prior Learning	Children in Year 5 learnt about pets and to how to order in a restaurant in summer term in Year 5.
What Comes Next	Next term children will extend learning from Year 3 about clothes and to have a conversation in a clothes shop. They will also learn to describe their house.
Key Vocabulary	Determiner, noun, verb, adjective, feminine, masculine, neuter, agreement system, singular, plural, negative form, personal pronoun

Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Sports' – children express their opinion on various sports. They learn about some French athletes (authentic materials)</p> <p>'Our world' – children learn the names of some wild animals and can reuse some of their learning of Year 4 to describe animals. They learn more adjectives to add to their repertoire. They learn where some animals live.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express their opinion using simple and complex sentences. They can express themselves at longer length Apply grammatical structures <p>Listening</p> <ul style="list-style-type: none"> Understand a text made up of familiar and unfamiliar language Listen attentively to short video (authentic material) on a familiar topic and understand some key words and some main points <p>Reading</p> <ul style="list-style-type: none"> Read a text (authentic material) on a familiar topic and understand the main points and some details. <p>Writing</p> <ul style="list-style-type: none"> Use their knowledge construct a text using a help card or a model. Some start writing from memory Apply grammatical structures (agreement system, place of adjective) Use simple and complex sentences Add some sentences from prior learning, which they write from memory 	<ul style="list-style-type: none"> Names of sports (football, hockey, rugby, swimming, horse riding, cycling, judo, tennis, athletics, gymnastics, skiing, dancing) I like/ I don't like/I love/ I hate (also with he / she)/ I don't know/ It's ok Justifications To ask others what sport they like and answer that question Names of wild animals (lion, cheetah, elephant, scorpion, panther, panda, crocodile, koala, tortoise, tiger, kangaroo, brown bear, polar bear) Adjectives to describe animals (small, big, dangerous, nice, quick, slow, aggressive, ugly, beautiful, silly, clever) Names of continents

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Topic – Beyond the Great Wall
Year 6 – Spring Term
Subject – Science



Prior Learning	In Year 3, pupils recognise that they need light to see and that dark is the absence of light. They notice that light is reflected from surfaces and recognise that light from the sun can be dangerous. They recognise that shadows are formed when a solid object blocks the light from a light source and find patterns in the way that the size of shadows change.
What Comes Next	Children will follow the Key Stage 3 curriculum
Key Vocabulary	Reflect, shadow, refract, source.

Notes and Guidance	Skills	Knowledge
<p>Pupils should build on the work on light in Year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none">• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• Use test results to make predictions to set up further comparative and fair tests• Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations• Identify scientific evidence that has been used to support or refute ideas or arguments <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.	<ul style="list-style-type: none">• That some objects reflect light more efficiently than others• Some of the properties of objects that reflect light well and less well That the size of shadows is due to the relation of the light source to the object casting the shadow

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Prior Learning	In Years 3 and 4 pupils study the impact of the Roman Empire and Ancient Greece. They have also studied a non-European Ancient civilization, the Mayans.
What Comes Next	This will be the children's final exposure to history at Primary school
Key Vocabulary	Shang Dynasty, civilisation, nobility, peasant, contrast, ancestors, artefacts, ceramics, rapid change and continuity, legacy.

Notes and Guidance	Skills	Knowledge
<p>The Shang Dynasty ruled from 1500-1100BC (exact dates are not known). They did not rule the whole of China, but the area around the Yellow River.</p> <p>http://china.mrdonn.org/shang&chou.html</p> <p>http://www.theschoolrun.com/homework-help/shang-dynasty</p>	<ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past. Consider different ways of checking the accuracy of interpretations of the past. Know that people in the past represent events or ideas in a way that may be to persuade others. Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Investigate their own lines of enquiry by posing historically valid questions to answer. Summarise the main events form a period of history, exploring order of events and what happened. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events. Use a range appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Talk about events in the past with confidence and factual accuracy. Plan and present a self-directed project or research about the studied period. Place events in history on a timeline making connections between other civilisations studied. 	<ul style="list-style-type: none"> The Shang Dynasty ruled from 1500-1100 BC at the same time as the Bronze Age in Britain, the early Mayan civilization and prior to the Ancient Greek and Roman civilisations. The Shang Dynasty ruled an area of China around the Yellow River. What was discovered in Fu Hao's tomb and how this has impacted our understanding of the Shang Dynasty? The contrast between the lives of the nobility with those of peasants and the contrast of their society with ours today. Shang people worshipped their ancestors and how they practiced their religion. How the Shang Dynasty began and how it ended. What the notable inventions of the dynasty were.

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Prior Learning	In Year 5, children’s geography work has focused on trade and economic activity including fair trade and global inequalities of wealth, focusing on El Salvador.	
What Comes Next	Children will study differing environments in the USA focusing on physical and human features.	
Key Vocabulary	Renewable, non-renewable, solar power, wind power, biomass, efficiency, conservation, carbon footprint	
Notes and Guidance	Skills	Knowledge
Children should understand the resources that enable China to be a powerful economic nation. Children will focus on the Three Gorges Dam – the largest hydroelectric dam in the world. In order for its creation, a million people were moved from their homes so it can provide an interesting ecology vs economy angle for study.	<ul style="list-style-type: none">• To locate China and its major cities on a map• To describe what is meant by a renewable and non-renewable natural resource• To investigate the impact on an area from the extraction of fossil fuels• To research a renewable energy used in the UK• To recognise that people have differing view on topics linked to renewable/non-renewable sources of energy• To take part in a debate.	<ul style="list-style-type: none">• To name main cities in China• To identify the benefits and disadvantages of the Three Gorges Dam• To identify renewable and non-renewable sources of energy• To identify and explain what fossil fuels are and how we use them to generate electricity• To know how a particular renewable sources of energy works
Enrichment		
During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.		



Beyond the Great Wall
Year 6 - Spring Term
Subject - Religious Education



Prior Learning	The key beliefs that the children have studied in a range of religions in previous Years will help them to reflect during unit 2.12 on the impact people’s beliefs have on their lives.		
What Comes Next	Next Year, children will continue their RE learning at high school.		
Key Vocabulary	religion, demographics, co-operation, cultural diversity, respect, community		
Notes and Guidance	Skills	Knowledge	
U2.9 - ‘What will make our community in Sandwell a more respectful place?’	<p>U2.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain beliefs about the value of religious and cultural diversity in their local town/ community• Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam• Compare their ideas about respect for all with those studied <p>Understand the impact:</p> <ul style="list-style-type: none">• Make clear connections between belief in the ‘Golden Rule’ and the needs of a mixed community• Give examples of the impact of inter faith work in our community <p>Make connections:</p> <ul style="list-style-type: none">• Raise questions about how we can be a more tolerant and respectful community, suggesting answers• Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious• Give good reasons for their views about harmony in our communities.	<p>U2.9</p> <ul style="list-style-type: none">• The value of religious and cultural diversity in Blackheath.• How we can be a more tolerant and respectful community.• The impact of inter-faith work in our community.	
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>			



Prior Learning	In Year 5, children used wire for the first time to create Anglo Saxon inspired jewellery.
What Comes Next	Year 6 will transition to high school and begin the Key Stage 3 curriculum.
Key Vocabulary	Sculpture/ 3D Form: construct, assemble, delicate, uniform, complex, proportion, decoration, realistic

Notes and Guidance	Skills	Knowledge
During this term, the children will combine wire and Modroc to create a model of a mythical creature.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.• Adapt their work according to their views and evaluate their work• Use sketchbooks to collect and record ideas and practise techniques <p>Sculpture/3D Form</p> <ul style="list-style-type: none">• Be able to talk about their work as being sculpted or constructed• Combine materials and processes to make 3D forms• Be aware of and put into use safe practise (using wire)• Investigate, select and use appropriate tools• Manipulate wire in different ways to make models	<p>Sculpture/3D Form</p> <ul style="list-style-type: none">• That some pieces will need to be created over a more sustained period of time• How to use Modroc safely• How to manipulate wire safely (with hands and tools)• That wire can be used as a base for other media to be added to

Enrichment
During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.

Prior Learning	The children have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. They are able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief

Notes and Guidance	Skills	Knowledge
<p>POAP – Healthy and varied diet</p> <p>Outcome- A Chinese banquet</p> <p>CAD – Chinese Takeaway Box</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas Use CAD to develop a takeaway box <p>Making</p> <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils independently. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Know about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Prior Learning	In Year 5, children learned how to perform as part of a round independently, express contrasting emotions through music, improvise an ostinato/ riff for a musical accompaniment, explore layering of rhythms in a composition, play crescendo and diminuendo using tuned and untuned percussion, follow music notation using notes on the staff.
What Comes Next	The children will continue to develop these skills in their summer term Hip-Hop unit. They will then transition to the KS3 curriculum.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.

Notes and Guidance	Skills	Knowledge
<p><u>Spring – skills based activities for musical breaks</u></p> <p>Sing for pleasure</p> <p>Listening</p> <p>Composing pentatonic scales</p> <p>Playing pentatonic scales</p>	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Engage with others through ensemble playing, with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single note bass line. To listen to, internalise and recall sounds and patterns of sounds with confidence and accuracy. Extend skills working in small groups to: Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose 8 or 16 beat melodic phrase using pentatonic scale-incorporate rhythmic variety and interest. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related dimensions of music for effect. Notice and explore how music reflects time, place and culture. Understand and comment on the different cultural meanings and purposes of music, including contemporary culture. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four bar phrase, confidently identifying note names and durations.

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.

Prior Learning	In Year 4, pupils created a PowerPoint presentation to demonstrate their knowledge, adding and formatting backgrounds. They edited an inserted image using the remove background feature and located a video online, inserting a video link ² into their presentation. They also added transitions between slides to visually enhance their presentation. Year 4 pupils learnt how presentations are used in everyday life and the importance of visually enhancing a presentation for a viewer. They developed understanding of the importance of reliability when using facts and understand what each of the coloured underlines mean when editing.		
What Comes Next	Children will experience the Key Stage 3 curriculum in their high schools.		
Key Vocabulary	Design, duration, animations, peer evaluate, application, share, begin, spell check, reporting, capture.		
Notes and Guidance		Skills	Knowledge
In this unit, children will utilise all of their previous skills and knowledge learned to create a presentation. They will enhance their presentation through the use of media, transitions and animations. Children will learn about the similarities between online and face-to-face relations and how to respect others online.		<ul style="list-style-type: none"> • Use Google to search for information and images for their presentation. • Format text using functions on the 'Home' tab. • Use the Insert tab to add pictures, shapes, text boxes etc. to their slides. • Change the design of their slides such as amending slide size and theme. • Add transitions between slides and alter the duration and sound of the transitions. • Use the Animations tab to animate items on their slides. • Peer evaluate a presentation and suggest ways to improve. • Demonstrate ways of reporting problems online. • Talk about how the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • E-Safety - Demonstrate ways of reporting problems online. • Talk about how the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<ul style="list-style-type: none"> • How to choose the best application for their chosen purpose. • How to save and share their documents. • How to begin their slide show from a particular slide. • Spell check can be used to check spelling and grammar in editing stages. • How to support others facing online bullying issues. • How to 'capture' bullying content as evidence. • Where to report online issues, such as CEOP, Cybersmile, and Childline. • How to critically consider online friendships and sources of information, including awareness of the risks associated with people they have never met. • The same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.
Enrichment During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.			

Prior Learning	In Year 5, in dance, the children focussed on English country dance and some of its key elements. In rounders/ T-ball, the children played small rounders/ T-ball games and developed their understanding of the rules (e.g., the backward shot rule.)	
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.	
Key Vocabulary	Sharp, rhythmic movements, precisely synchronised, pace of movements. Stance, bowling, bat, box, batsman, bowler, back stop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics, stance.	
Notes and Guidance		Skills
<p>Spring 1: Dance (Chinese Ribbon Dancing)</p> <p>Spring 2: Rounders</p>		<p>Dance (Chinese Ribbon Dancing)</p> <ul style="list-style-type: none"> To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. To perform to an accompaniment expressively and sensitively. To perform dances fluently and with control. <p>Rounders</p> <ul style="list-style-type: none"> To apply rounders rules consistently in conditioned games. To play small-sided games using standard rounders pitch lay out. Use a range of tactics for attacking and defending in the role of batter, bowler and fielder.
		Knowledge
		<p>Dance (Chinese Ribbon Dancing)</p> <ul style="list-style-type: none"> To know how to incorporate the ribbon into dance. To know some of the steps used in this type of dance. To know how to recognise style and mood within dances .and how fluency and control improves a performance. <p>Rounders</p> <ul style="list-style-type: none"> To know how a rounders pitch is set up, e.g. with markings and four bases. To know why urgency is important once play has started. To know how use of tactics, e.g. rearranging fielders can improve a team's performance.
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>		

Prior Learning	In Year 5, in uni-hoc, the children focussed on running and turning the ball and beginning to sue space to pass and receive the ball. In gymnastics, the children started to use symmetry and counter balances in their performances.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Combine, perform, complex, individual performance, team performance. Adapt, performance, sequence, relate to music, improvements, refine.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Uni-Hoc</p> <p>Spring 2: Gymnastics</p>	<p>Uni-Hoc</p> <ul style="list-style-type: none"> Combine and perform more complex skills at great speed. Recognise good individual and good team performances. <p>Gymnastics</p> <ul style="list-style-type: none"> Perform increasingly complex sequences and adapt performances. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a range of gymnastics actions 	<p>Uni-Hoc</p> <ul style="list-style-type: none"> More complex uni-hoc skills (e.g. dribbling, stopping and turning) and how to combine them at a great speed. How to recognise strong performances using criteria chosen by themselves. <p>Gymnastics</p> <ul style="list-style-type: none"> How to make sequences more complex and how to evaluate their work to make improvements. How to combine ideas with others. How to compose actions to music (linking this to their knowledge of timing components from their previous dance unit.)

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.

Prior Learning	In Year 4, pupils start to consider the importance of mindfulness and develop their understanding of what it means to be resilient. They also begin to build up a tool kit of strategies to promote resilience. In Year 5, pupils look at how to treat shock and bleeding and how to place a casualty in the recovery position.
What Comes Next	The children will complete work on transition in summer term and then transition to the KS3 curriculum in September.
Key Vocabulary	Primary survey, respiratory rate, heart rate, pulse, DRsABC, C.P.R, recovery position, monitor, resuscitate, conduct, airway, breathing, circulation, compressions, rescue breaths, keeping fit, mindfulness, mental well-being, positive, support

Notes and Guidance	Skills	Knowledge
<p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring 1- Healthy Mind, Happy Me unit (Resilience)</p> <p>Spring 2 – Basic First Aid</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered. Bikeability</p>	<ul style="list-style-type: none"> Understand that change happens and that this can feel uncomfortable, but that this is okay (HMHM unit) Identify times they may benefit from engaging in mindfulness activities (HMHM unit) Identify times they may need to address their thinking styles to be more positive (HMHM unit) Think about positive ways they can support themselves during times of need (HMHM unit) Understand that it is okay to change their mind (HMHM unit) Ride a bike safely and understand what positive impact this has on their body/environment (Bikeability) Place an unresponsive casualty, who is breathing normally in recovery position (basic first aid lessons) Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally and seek medical help (basic first aid lessons) Identify a casualty who is choking Assess and give first aid to a casualty who is choking Seek medical help if required 	<ul style="list-style-type: none"> That change can sometimes make you feel uncomfortable ((BV – Mutual Respect, Individual Liberty, Tolerance) What mindfulness is and when they need to use it ((BV – Mutual Respect, Individual Liberty, Tolerance) The importance of staying positive during life situations ((BV – Mutual Respect, Individual Liberty, Tolerance) How to ride a bike safely and what impact this has on their body ((BV – Mutual Respect, Individual Liberty, Tolerance) Road safety ((BV – Mutual Respect, Rule of Law, Tolerance) What to do if someone is breathing/not breathing ((BV – Mutual Respect, Individual Liberty) What steps to take if someone is choking ((BV – Mutual Respect, Individual Liberty)

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.

Prior Learning	Children learnt about sports and worked through some authentic materials (reading and listening). They also learnt to describe wild animals and to use the negative form (building on knowledge from Year 4).	
What Comes Next	Children will learn about family members and to describe their family. They will also do some revision in preparation for secondary school.	
Key Vocabulary	Singular, plural, adjective, determiner, noun, verb, agreement system	
Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Buying clothes' – children expand their vocabulary of names of clothes (learnt in Year 3). They practise buying clothes from a clothes shop reusing some phrases learnt in previous Years and learn some new phrases for their dialogue (asking for the size, saying it's too big/too small)</p> <p>'The house' – children learnt the names of the different rooms of the house and learnt to describe their house</p>	<p>Speaking</p> <ul style="list-style-type: none"> Take part in a longer prepared conversation. Communicate by asking a wider range of questions. Can manipulate the language by using previous vocabulary learnt Apply grammatical structures (agreement system with colours) <p>Listening</p> <ul style="list-style-type: none"> Understand a longer conversation or a text made up of familiar and unfamiliar language <p>Reading</p> <ul style="list-style-type: none"> Understand an authentic material made up of familiar and unfamiliar language Use the context to work out the meaning of some unknown words. <p>Writing</p> <ul style="list-style-type: none"> Use their knowledge to construct a text using a help card or a model. Some start writing from memory Apply grammatical structures (ex: agreement system) Use simple and complex sentences Add some sentences from prior learning, which they write from memory. Use a bilingual dictionary 	<ul style="list-style-type: none"> Wider list of items of clothing (t-shirt, trousers, blouse, underpants, socks, boots, jumper, coat, skirt, dress, hat, tie, scarf, woolly hat, gloves, shorts, cardigan) Phrases related to buy clothes in a shop Numbers up to 100 Rooms of the house (bedroom, kitchen, toilet, bathroom, lounge, dining-room, garage, attic, loft, cellar, laundry room, garden, toilet, garden, stairs, basement) Sentences related to describe your house
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>		



Prior Learning	In Year 4 pupils identify common electrical appliances, construct a simple series circuit and name its basic parts, identify whether or not a lamp will light in a simple series circuit and recognise that a switch opens and closes a circuit and associate this with whether or not a lamp will light.
What Comes Next	Children will explore the Key Stage 3 curriculum in their high school.
Key Vocabulary	Switches, bulbs, buzzers, motors, component, circuit,

Notes and Guidance	Skills	Knowledge
<p>Building on their work in Year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.</p> <p>Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p>Pupils might work scientifically by systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <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 	<ul style="list-style-type: none"> That different components will have different effects on a circuit That circuits can be represented in a diagram That when changing a circuit, they should be changed one component at a time in order to effectively monitor differences. That circuits can be made and designed to mimic real-life usage

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 4 pupils identify common electrical appliances, construct a simple series circuit and name its basic parts, identify whether or not a lamp will light in a simple series circuit and recognise that a switch opens and closes a circuit and associate this with whether or not a lamp will light.
What Comes Next	Children will explore the Key Stage 3 curriculum in their high school.
Key Vocabulary	Heart, blood vessels, blood, diet, exercise, drugs, lifestyle, nutrient, circulatory

Notes and Guidance	Skills	Knowledge
<p>Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments <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 	<ul style="list-style-type: none"> That the human body can be damaged by drugs or lifestyle choices That the circulatory system enables the body to function That the organs of the body all perform a particular function

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	Earlier in Key Stage 2, the children have used atlases when learning about the UK and parts of Europe. They will use this knowledge to help them locate the countries of North America and to be able to identify the states within one of those countries.
What Comes Next	The children will transition and begin the KS3 Geography curriculum.
Key Vocabulary	Continent, country, city, North America, equator, northern hemisphere, southern hemisphere, Tropic of Cancer and Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, temperate, tropical, subtropical, latitude, physical/human geography, settlement, economy, natural resources, landscape, vegetation belt, wildlife, climate, observe, record

Notes and Guidance	Skills	Knowledge
Pupils should learn the physical geography of the USA. Obviously, there is a vast array of environments to be found in the US, children may work in groups to focus on particular aspects of US geography, e.g. desert, forest, mountains. Alternatively, they could choose to focus on a particular state and produce a detailed report on that state. They could use the geographic skills learnt throughout primary school, be given key areas to focus on – terrain, climate, rivers, mountains, demography, major settlements, land use, population, create a map.	<ul style="list-style-type: none"> • To use an atlas to identify the countries of North America • To use an atlas to find the name of some of the states of the USA • To locate the state on a map of the USA • To locate and name the surrounding states • To use photographs to identify human and physical features of a state • To use digital maps to investigate features of an area • To use physical and political maps to describe key physical and human characteristics of regions of North America 	<ul style="list-style-type: none"> • To know that there are fifty states in the USA • To identify the state capital of the state being studied • To identify the surrounding states • To identify the human and physical features of a state of their own choosing • To identify similarities and differences between the human and physical features of where I live to a state in the USA • To identify the climate of their chosen state • To research local area physical and human features • To independently research and present findings on a state of their own choosing • To compare the local area with their chosen state

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	The key beliefs that the children have studied in a range of religions in previous Years will help them to reflect during unit 2.12 on the impact people's beliefs have on their lives.
What Comes Next	Next Year, children will continue their RE learning at high school.
Key Vocabulary	Creative expression, spiritual, worship, sacred space, prayer.

Notes and Guidance	Skills	Knowledge
<p>U2.12- 'What impact do peoples' beliefs have on their lives? Expressing the spiritual.'</p> <p>U2.2- 'An enquiry into visiting places of worship.'</p>	<p>U2.12</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain some ways beliefs are shown in creative expression Compare their ideas about religious expression with the examples they study <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between beliefs and different forms of expression Give examples of the impact of beliefs on art, architecture and music Raise questions about how they might express their own spiritual ideas Describe clear connections between beliefs and art / architecture / music. <p>U2.2</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about holy buildings and God's presence from different religions Describe examples of texts which explain worship and sacred space <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about God and places and practices of worship Explain differences between what happens in different places of worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about the value and impact of worship and the significance of 'holy space'. Describe clear connections between beliefs about God and how people worship Express their own response to the idea that the Earth is a 'holy place' we all share. 	<p>U2.12</p> <ul style="list-style-type: none"> The different ways beliefs are shown in creative expression. The differences about religious expressions. What Christians, Muslims and Sikhs believe can be shown through art/architecture/music. <p>U2.2</p> <ul style="list-style-type: none"> That people have beliefs about holy spaces and these are represented in texts. Similarities and differences between places of worship (and some of their key features).

Enrichment

During this topic, Year 6's residential trip to Plas Cwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 4, children printed using overlays to create a rainforest scene.
What Comes Next	Year 6 will transition to high school and begin the Key Stage 3 curriculum.
Key Vocabulary	Printing: print roller, inking up, motif, rotate, reflect, repetition, monotype, negative, positive, relief, impressed

Notes and Guidance	Skills	Knowledge
<p>Printing – Relief Printing (Inspired by Andy Warhol)</p> <p>Artist: Andy Warhol (American Artist 1928-1987)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists and designers working in different times and cultures Explore the work of Andy Warhol Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and evaluate their work Use sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none"> Select suitable printing media for the task. Create an accurate print design that reflects a theme or ideas. Make links with printmaking and other medias to help develop their work. Add relief details into their prints Create linked pattern work with up to eight overlays. Identify different printing methods and make decisions about the effectiveness of their printing methods. Know how to make a positive and a negative print Create an image isolated from the background or taken out of context (pop art) 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Several facts about the life and works of Andy Warhol <p>Printing</p> <ul style="list-style-type: none"> What relief printing is The definition of a positive and a negative print (positive is what the paint sticks to, negative is the area you have dug out which has no point on it) That certain tools are needed to create their tile How to use printing tools safely What the term 'pop art' means What an isolated image is in art (e.g. isolated from background) That pop art uses colour blocking An appropriate colour palette for pop art pieces

Enrichment

During this topic, Year 6's residential trip to Plas Cwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 4, the children gained experience of stitching, joining textiles and finishing techniques when completing their textiles project. They also gained experience of making and using simple pattern pieces.
What Comes Next	The children will transition to high school and the KS3 curriculum.
Key Vocabulary	Seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Notes and Guidance	Skills	Knowledge
<p>POAP – Textiles- combining different fabric shapes.</p> <p>Outcome – A pencil case or stationary organiser</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate clear step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment (including computing skills) to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification (consider the computing skills used). Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. 	<ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 5, children learned how to perform as part of a round independently, express contrasting emotions through music, improvise an ostinato/ riff for a musical accompaniment, explore layering of rhythms in a composition, play crescendo and diminuendo using tuned and untuned percussion and to follow music notation using notes on the stave.
What Comes Next	In year 7, the children will transition to the KS3 curriculum.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.

Notes and Guidance	Skills	Knowledge
<p><u>Summer – transitional skills building activities for musical breaks!</u></p> <p>Sing for pleasure Listening Composing Playing</p>	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence – explore adding harmony in parts of songs Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Extend skills working in small groups to: Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Play on instruments Note melodies (G major/ E minor)– can be enhanced by rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> To evaluate the success of their own and others’ work, suggesting specific improvements based on the intended outcomes and how this could be achieved. Notice and explore how music reflects time, place and culture. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four bar phrase, confidently identifying note names and durations.

Enrichment

During this topic, year 6’s residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 4, children learnt how to log in to scratch using a user name and password. They chose a suitable backdrop for their project, selected a sprite and adjusted the size and direction of their sprite positioning. They also changed the colour of their sprite and created motion for their sprite. They know how online tutorials can support their learning, what scratch can be utilised for and the different ways to animate a sprite including motion, looks, sounds and events.
What Comes Next	Children will experience the Key Stage 3 curriculum in their high schools.
Key Vocabulary	Chase, character, left, right, up, down, variables, score, level, backdrop, message, progress, evaluate, companies, share modern, coding, integral, benefits.

Notes and Guidance	Skills	Knowledge
In this unit, children will use Scratch to create a 'Chase Game'. They will choose characters and backdrops, add scores and levels and play and evaluate their peers' games. Children will research famous game companies around the world and understand how programming is used to create famous games they may play.	<ul style="list-style-type: none"> • Create their own chase game using Scratch. • Add a character and programme it to move left, right, up and down. • Choose a Sprite to chase in the game. • Add sounds to their games at chosen points. • Use the Variables function to add a scorecard to their game. • Create a new level using a different backdrop once a score has been reached. • Add a message at each level up. • Save their progress to continue working on their game. • Play and evaluate a peer's game. 	<ul style="list-style-type: none"> • Famous game companies around the world including Sony (Japan), Microsoft (USA), Nintendo (Japan), Activision Blizzard (USA), Ubisoft (France). • How to share their Scratch game with others around the world. • Modern day games are created through the use of programming and coding. • Why people online may present opinions as facts. • How a search engine works and how to filter results. • The purpose of the CEOP button (indecent images and consent).

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Prior Learning	In Year 5, in Gymnastics, the children have worked independently and in small groups to create their own sequences. They have started to remember more complex sequences. In netball, the children have learnt key terms such as pivot and bounce pass and started to use this in game play. They have started to play in attack and defence positions.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex. Control, use, space, defend, attack, chest pass, tactics, compete, collaborate, team work, score, shoot, footwork, foul, free pass, pivot, blocking, metre, organisation, knocking rebounds, free.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Net and Wall Games (Tennis) The P.E Hub</p> <p>Summer 2: Netball The P.E Hub</p>	<p>Net and Wall Games (Tennis)</p> <ul style="list-style-type: none"> To develop backhand shots. To introduce the lob. To begin to use full tennis scoring systems. To continue to develop doubles play and tactics to improve. <p>Netball</p> <ul style="list-style-type: none"> To work as a team to improve group tactics and game play. To play within the rules using blocking skills for shots and passes. To develop defensive skills. 	<p>Tennis</p> <ul style="list-style-type: none"> To know when to use a backhand shot and the technique for this. To know what a lob shot is and its purpose. To know how the tennis scoring system works. <p>Netball</p> <ul style="list-style-type: none"> To know why rebounds are so important for the attacker and defender. To know the rules for when and how blocking can be used in netball. To know that certain passes can be used to send the ball different distances more appropriately.

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Year 6 - Summer Term		
Subject - Physical Education (Sports Coach P.E)		
Prior Learning	In Year 5, in kwik-cricket, the children learnt how to bowl using an over arm technique and developed their batting by using attacking shots. In athletics, they developed their javelin throwing technique and learnt how to pass a baton as part of a relay team.	
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.	
Key Vocabulary	Flat side, approach/ approaching, track, consistently, fielding. Standing jump, sprint start, techniques, record and relay.	
Notes and Guidance	Skills	Knowledge
<p>Summer 1: Kwik-Cricket</p> <p>Summer 2: Athletics</p>	<p>Kwik-Cricket</p> <ul style="list-style-type: none"> • Use the flat side of the bat when approaching a ball to hit it. • Track and catch a high ball consistently. • Work in a pair to restrict runs scored when fielding. <p>Athletics</p> <ul style="list-style-type: none"> • Implement the rules of a standing jump. • Use sprint start techniques to increase our running speed. • Use a range of throwing techniques for different throwing events. • Record and relay result over a range of track events. 	<p>Kwik-Cricket</p> <ul style="list-style-type: none"> • Hitting the ball with the flat side of the bat will send the ball over further distances. • How to track and catch a high ball, (moving underneath the ball and catching it once at eye level.) • How to work as part of a pair when fielding to return the ball to the wicket. <p>Athletics</p> <ul style="list-style-type: none"> • The technique of a standing jump, (jumper stands at a line marked on the ground with the feet slightly apart. The athlete takes off and lands using both feet, swinging the arms and bending the knees to provide forward drive.) • That a crouch start can improve running speed. • A range of throwing techniques • How to record and relay results using a stop watch and measuring tape independently.
<p>Enrichment</p> <p>During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.</p>		



Year 6 - Summer Term		
Subject - PSHE		
Prior Learning	In Year 4, pupils reflect on their personal strengths and make links to possible jobs in the future. In Year 5, pupils explore the emotional and physical changes occurring during puberty, the impact of puberty on the body and the importance of personal hygiene.	
What Comes Next	The children will transition to the KS3 curriculum.	
Key Vocabulary	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, womb, sperm, egg, fostering, adoption, relationship, friendship, consent, communication, personal/private, transitions, skin damage, UV	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (Being the Best I Can Be)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p> <p>Loudmouth Production (Puberty)</p>	<ul style="list-style-type: none"> • Reflect on situations in which they would use particular 'personal strengths' over others (HMHM unit) • Reflect on situations in which they have been a role model and what character traits they possessed (HMHM unit) • Reflect on situations in which they have tried their best (HMHM unit) • Think of positive strategies to help them with school transitions (HMHM unit) • Think of positive strategies to help them with school transitions whilst at home (HMHM unit) • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion) • Explain that UV is invisible and its effects on the skin is damaging and possibly life threatening (Sun Safety Week) • Understand that skin damage can be avoided • Loud Mouth Production – Understanding puberty • Describe how and why the body changes during puberty in preparation for reproduction (CWP unit) • Explore the importance of communication and respect in relationships (CWP unit) 	<ul style="list-style-type: none"> • How to cope with transitions in their life at school and while they're at home ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • The importance of having a positive ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • How to avoid skin damage from UV ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • The differences between healthy and unhealthy relationships ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) • That communication and permission seeking is important ((BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)
<p>Enrichment</p> <p>During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.</p>		



Prior Learning	Children learnt about clothes and the house. They learnt to use the negative form. They also described using their dream house using the conditional. (In my dream house there would be...)
What Comes Next	Children will move onto secondary school whether carrying on with French or learning Spanish or German.
Key Vocabulary	Feminine, masculine, neuter, agreement system, plural, adjective, bilingual

Notes and Guidance	Skills	Knowledge
<p>The children will progress onto reading aloud some unknown words and sentences from an authentic material using their phonetic knowledge.</p> <p>'Family' – children learn the names of family members. They learn to describe family members using vocabulary learnt the previous Years (ex: hair / eye colour, size / personality etc...)</p> <p>'Revision' – Children revise some vocabulary learnt in Key stage 2 (ex: months of the Year, days of the week etc...). It is also an opportunity to learn some Spanish and German in preparation for secondary school.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Present longer pieces of information using the vocabulary learnt during the topic and by adding words /sentences learnt in previous topics Prepare a dialogue using a bilingual dictionary <p>Listening</p> <ul style="list-style-type: none"> Understand the main points and some details from a text spoken at normal speed. The text contains some familiar language and some unfamiliar language. <p>Reading</p> <ul style="list-style-type: none"> Understand a text made up from familiar and unfamiliar language. The text is an authentic material (ex: advert from an estate agent). Use a bilingual dictionary <p>Writing</p> <ul style="list-style-type: none"> Use their knowledge to construct a text using a model and a help card. Some children can write from memory with some spelling mistakes. Apply grammatical structures Use simple and complex sentences Add some sentences from prior learning, which they write from memory Use a bilingual dictionary 	<ul style="list-style-type: none"> Vocabulary related to family: mum, dad, brother, sister, uncle, auntie, grandad, grandma, stepmother, stepdad, half-brother, half-sister, stepbrother, stepsister, cousin Hair / eye colour / adjectives of size Adjectives to describe people's personality (nice, boring, loud, calm, interesting, boring, cool, intelligent, outgoing, annoying, generous, strict, shy) The conjugation of the verb 'to be' Revision vocabulary (e.g.: months of the Year, days of the week etc...) Some basic vocabulary in Spanish and German

Enrichment

During this topic, Year 6's residential trip to Plas Cwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.