

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">Core Texts: Rose Blanche and The Silver Sword</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will make comparisons within and across books, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, and provide reasoned justifications for their views.</p> <p>Children will write a persuasive text about the importance of trees focusing on their use of persuasive techniques, modal verbs, conjunctions and adverbials.</p> <p>Children will write a setting description focusing on their use of figurative language.</p> <p>Children will write an explanation focusing on their use of layout devices and embedding relative clauses.</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms.</p> <p style="text-align: center;"><u>Animals including Humans</u></p> <p>Children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Children will describe the ways in which nutrients and water are transported within animals, including humans</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Coding</u></p> <p>Children will plan a program before coding to anticipate the variables that will be required to achieve the desired effect.</p> <p>Children will follow through plans to create the program.</p> <p>Children will debug when things do not run as expected.</p> <p>Children will be able to explain what functions are and how they can be created and labelled in 2Code.</p>
<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Children will learn about:</p> <p style="text-align: center;">Place value of numbers up to 10 000 000.</p> <p style="text-align: center;">Round numbers up to 10 000 000.</p> <p style="text-align: center;">Use and calculate with negative numbers.</p> <p style="text-align: center;">Add, subtract, multiply and divide numbers using formal written methods.</p> <p style="text-align: center;">Identify common factors, multiples and prime numbers.</p> <p style="text-align: center;">Solve problems using the above mathematics.</p>	<h1 style="margin: 0;">Year 6</h1> <h2 style="margin: 0;">Term 1</h2>	<p style="text-align: center;"><u>PE</u></p> <p>Within gymnastics lessons, children will develop flexibility, strength, technique, control and balance.</p> <p>In hockey, children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Most children will take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Some children will continue to learn how to swim competently, confidently and proficiently over a distance of at least 25 metres.</p>
<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;"><u>Blitz Scenes</u></p> <p>When drawing silhouettes, children will consider scale and proportion in compositions.</p> <p>When creating Blitz landscape, children will blend colours for effect.</p> <p>When creating Blitz landscape, children will arrange and rearrange colours, shapes and texture for effect before completion of their final composition.</p>		<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>WWII Leaders, causes and consequences</u></p> <p>Children will place a period of history on a timeline in relation to other studies.</p> <p>Children will find out about beliefs behaviour and characteristics of people (WWII Leaders).</p> <p>When examining the targeted cities in the UK during the Blitz, children will write an explanation of past events in terms of cause and effect using evidence to support ideas.</p> <p>Children will construct informed responses with historical detail.</p> <p>Children will identify and give some reasons for historical events</p> <p>Children will identify historically significant people and events.</p> <p>Children will ask and answer complex questions about the past using historical terms.</p>
<p style="text-align: center;"><u>Design Technology</u></p> <p style="text-align: center;"><u>Health and Nutrition</u></p> <p>Children will know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught locally, regionally and on an internationally</p> <p>Children will know that a healthy diet is made up of a variety and balance of different foods and drink, as depicted in 'The Eatwell Plate'</p> <p>Children will know that to be active and healthy, food is needed to provide energy for the body</p> <p>Children will know that different foods contain substances that are needed for health, e.g. water, fibre, vitamins and nutrients</p> <p>Children will understand that healthy diets must incorporate the correct amounts of food types and substances</p> <p>Children will understand that exercise is also important for our wellbeing and fitness</p>	<p style="text-align: center;"><u>PSHEE</u></p> <p style="text-align: center;"><u>How can we stay healthy?</u></p> <p>In conjunction with Science:</p> <p>Children will know how to make informed decisions about health and recognise the elements of a balanced, healthy lifestyle.</p> <p>Children will explain choices that support a healthy lifestyle and recognise what might influence these.</p> <p>Children will know about the risks and effects of legal drugs common to everyday life and their impact on health.</p> <p>They will recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>They will learn about mixed messages in the media about drugs and know about organisations that support people.</p>	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;"><u>Domestic Church Family</u></p> <p>Children will be able to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them.</p> <p>Children will be able to show understanding of how religious belief in God's unconditional love shapes life.</p> <p>Children will be able to engage with and respond to questions about loving, in the light of religious teaching.</p> <p style="text-align: center;"><u>Belonging Baptism and Confirmation</u></p> <p>Children will be able to use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession.</p> <p>Children will be able to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.</p> <p>Children will be able to consider their calling or vocation in life.</p>
<p style="text-align: center;"><u>MFL</u></p> <p style="text-align: center;"><u>Guess Who</u></p> <p>Children will learn to describe themselves and others using adjectives.</p> <p>Children will participate in simple conversations and ask and answer questions.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>The Songs of World War II</u></p> <p>Children will develop greater accuracy in pitch and control, identify pitches within an octave when singing and use knowledge of pitch to develop confidence when singing in parts.</p>	<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;"><u>How Europe redrew its political maps during the war</u></p> <p>Using an atlas, children will locate the world's countries focusing on European countries involved in WWII.</p> <p>Children will name and locate counties and cities of the United Kingdom focusing on the UK cities targeted in WWII.</p>

<p style="text-align: center;">English Core Texts: The Arrival and The Silver Sword</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will learn a wider range of poetry by heart, make comparisons within and across books and identify and discuss themes and conventions in and across a wide range of writing. Children will write a narrative journey story focusing on describing character, setting and atmosphere and embedding dialogue to convey character and advance action. Children will write war poetry focusing on their use of figurative language. Children will write a persuasive text about the Women's Land Army focusing on their use of modal verbs, adverbials and a range of punctuation.</p>	<p style="text-align: center;">Science Scientific Enquiry</p> <p>Children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms.</p> <p style="text-align: center;">Light</p> <p>Children will recognise that light appears to travel in straight lines.</p> <p>Children will 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.</p> <p>Children will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Children will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p style="text-align: center;">Computing Online Safety</p> <p>In the context of designing of video game, children will understand e-safety including sharing location, secure websites, spoof websites, phishing and other email scams and know about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.</p> <p>Children will understand how what they share impacts upon themselves and upon others in the long-term. They will know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.</p> <p style="text-align: center;">Spreadsheets</p> <p>Children will create a spreadsheet to answer mathematical questions relating to probability. Children will understand the use of spreadsheets in real life and create a computational model.</p> <p>They will use a spreadsheet to plan pocket money spending and plan a school event.</p>
<p style="text-align: center;">Maths</p> <p>Children will:</p> <p>Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination. Compare and order fractions. Add and subtract fractions (including mixed numbers). Multiply pairs of simple fractions and divide proper fractions by whole numbers. Divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places Generate and describe linear number sequences. Describe positions on the full coordinate grid (all 4 quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<h1>Year 6 Term 2</h1>	<p style="text-align: center;">PE</p> <p>Within badminton, children will develop their accuracy when serving and returning. In basketball, children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Some children will continue to learn how to swim competently, confidently and proficiently over a distance of at least 25 metres.</p>
<p style="text-align: center;">Art Henry Moore</p> <p>Children will use perspective in their drawing and painting and draw the layout of a figure in motion. When drawing underground air raid shelters, they will consider scale and proportion in compositions eg: figures, faces and landscapes.</p> <p>They will use their judgement to choose mixed media experimentations in their work. Children will consider Henry Moore's purpose and develop their work taking into account purpose. Children will adapt and refine their work to reflect and express their view of its purpose and meaning. Children will evaluate by analysing and commenting on ideas, methods and approaches in their won and other work relating these to context. Children will gain confidence when making comparisons between artists. Recreate work based on Henry Moore.</p>		<p style="text-align: center;">History The Battle of Britain and its impact</p> <p>Children will extend and deepen chronological knowledge of history. Children will understand how knowledge of the past is constructed from a range of sources. Children will construct informed responses with historical detail. Children will identify and give some reasons for WWII. Children will ask and answer complex questions about the past using historical terms related to WWII.</p>
<p style="text-align: center;">Design Technology Christmas CAM Toys</p> <p>Children will use annotated designs and exploded diagrams when designing a Christmas toy. Children will assemble and join a range of materials, measuring, marking and cutting materials. They will make strong stiff 3D structures and know and understand CAMs and pulley systems when creating a Christmas toy.</p>	<p style="text-align: center;">PSHEE What are human rights?</p> <p>Children will recognise reasons for rules and laws and consequences of not adhering to rules and laws. Children will recognise there are human rights that are there to protect everyone. Children will learn the relationship between rights and responsibilities.</p> <p>Children will learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things and how to show care and concern for others. Children will learn ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment. #</p>	<p style="text-align: center;">RE Loving Advent</p> <p>Children will be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas, and make links between these experiences.</p> <p>Children will be able to show understanding of how religious belief in can shapes our lives.</p>
<p style="text-align: center;">MFL French Sport and the Olympics</p> <p>Children will learn to conjugate the verb 'aller' –to go and which preposition to use to express going to a country. They will learn sports vocabulary, how to express preferences and expand their knowledge of country names. They will develop their cultural knowledge of Petanque, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games.</p>	<p style="text-align: center;">Music Dynamics, Pitch and Texture</p> <p>Children will appraise the work of Mendelssohn and further develop the skills of improvisation and composition.</p>	<p style="text-align: center;">Geography A study of population, land use and building changes at the time of WWII.</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom.</p> <p>Children will study photographs, aerial photographs and maps of the local area pre-war, post-war and present day.</p> <p>Children will examine population numbers throughout the course of WWII and reflect on the reasons for changes.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core texts: Macbeth and The Lady of Shallot</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will read books that are structured in different ways and for a range of purposes. They will understand what they read by identifying how language, structure and presentation contribute to meaning. They will explain and discuss their understanding of what they have read through presentations and debates using notes where necessary. They will identify and discuss themes and conventions across a range of writing and distinguish between fact and opinion.</p> <p>Children will write a newspaper report focusing on their use of parentheses, relative clauses and appropriate punctuation.</p> <p>Children will write a biography about a character from Macbeth focusing on active and passive voice, appropriate formality and more complex punctuation.</p> <p>Children will write a narrative character description of the Lady of Shallot focusing on commas to separate their clauses, expanded noun phrases and figurative language.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientific Enquiry</p> <p>Children will plan different types of scientific enquiries to answer questions. Children will take measurements with increasing accuracy and precision. Children will record data and results of increasing complexity. Children will use test results to make predictions to set up further tests. Children will report and present findings from enquiries in oral and written forms. Children will identify evidence that has been used in ideas and arguments.</p> <p style="text-align: center;">Electricity</p> <p>Children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Children will 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. Children will use recognised symbols when representing a simple circuit in a diagram.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Blogging</p> <p>Children will understand the purpose of writing a blog and be able to identify the features of successful blog writing.</p> <p>They will plan the theme and content for a blog, understand how to write one and consider the effect upon the audience.</p> <p>Children will understand the importance of regularly updating the content of a blog. They will understand how to contribute to an existing blog and how and why posts are approved by a teacher.</p> <p>Children will understand the importance of commenting on blogs and peer-assess blogs against their agreed success criteria.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Children will:</p> <p>Calculate decimal equivalents to fractions and identify place value to 3 d.p. Calculate percentages of amounts. Divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places Recall and use equivalences between simple fractions, decimals and percentages. Generate and describe linear number sequences. Use simple formulae and express missing number problems algebraically. Find pairs of numbers that satisfy an equation with 2 unknowns. Convert and calculate with metric measures. Convert miles and kilometres. Recognise imperial measures.</p>	<h1>Year 6</h1> <h2>Term 3</h2>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Agility</p> <p>Children will develop flexibility, strength, stamina, technique, control and balance. Children will compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p style="text-align: center;">Rugby</p> <p>Children will use running, jumping, throwing and catching in isolation and in combination. Children will play competitive rugby games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;">Swimming</p> <p>Some children will continue to learn how to swim competently, confidently and proficiently over a distance of at least 25 metres. Some children will develop their use a range of swimming strokes effectively (for example, front crawl, backstroke and breaststroke).</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;">Fashion Designers - Shoes</p> <p>Children will learn about fashion designers in history since 1945 focusing on shoes (Vivienne Westward, Christian Louboutin, Dan Sullivan).</p> <p>Children will research shoes including the designs and materials involved and develop detailed sketches.</p> <p>Children will design a shoe including annotations inspired by a chosen designer. Children will record all their research, ideas, sketches, designs, materials and annotations in their sketch book.</p>		<p style="text-align: center;">History</p> <p style="text-align: center;">How Britain changed after World War II</p> <p>Children will find out about the beliefs, behaviour and characteristics of people after World War II ended. They will write an explanation of events after the end of WWII in terms of cause and effect using evidence to support ideas.</p>
<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Fashion Designers - Shoes</p> <p>Children will investigate and analyse a range of existing products (current shoes/slippers) and understand how they are constructed and the materials/tools used. Children will understand different shoe designs (focusing on 1950s to present day), how they were made and materials/tools used. Children will use the research to design an innovative, functional and appealing shoe fit for purpose for a target audience. Children will create a prototype for their design.</p>	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;">What makes a healthy and happy relationship?</p> <p>Children will recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Children will recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Children will recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Sources</p> <p>Children will know the Bible as the story of God's love, told by the people of God. Children will learn about the kinds of books in the Bible: The Old Testament (Hebrew Scriptures) and New Testament Books (Gospels and the Acts, Letters and Revelations). Children will understand the Bible in daily life.</p> <p style="text-align: center;">Islam</p> <p>Children will know, understand and respect the Five Pillars of Islam.</p> <p style="text-align: center;">Unity</p> <p>Children will learn about what nourishes and what spoils friendship and unity. Children will recognise that the Eucharist challenges and enables the Christian family to live and grow in communion every day.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;">Football Champions</p> <p>Children will develop strategies which they will be able to use in their future learning of other languages. They will develop their speaking and listening skills, ask and respond to questions about football as well as working on their written French by adapting football player profiles.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Theme and variation</p> <p>Children will explore the musical concept of theme and variation and discover how rhythms can 'translate' onto different instruments.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">The USA: a contrasting location and in depth study of geographically significant areas</p> <p>Children will locate the key physical and human characteristics and relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Children will locate all the man-made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks and reflect on the importance and value of the tourism industry in these areas.</p>

<p style="text-align: center;">English</p> <p>Core texts: The Mysteries of Harris Burdick and Coraline</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will learn poetry by heart, discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. Children will provide reasoned justifications for their views.</p> <p>Children will write a suspense narrative focusing on describing character and setting, building mood and atmosphere effectively and integrating dialogue to convey character and advance action.</p> <p>Children will write an informative recount focusing on their use of subordinating conjunctions and cohesive devices.</p> <p>Children will write to persuade focusing on persuasive techniques, the subjunctive form and a wide range of punctuation.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions. Children will take measurements with increasing accuracy and precision. Children will record data and results of increasing complexity. Children will use test results to make predictions to set up further tests. Children will report and present findings from enquiries in oral and written forms. Children will identify evidence that has been used in ideas and arguments.</p> <p style="text-align: center;"><u>Evolution and Inheritance</u></p> <p>Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution..</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;"><u>Networks</u></p> <p>Children will understand the difference between the World Wide Web and the internet. They will understand what LAN and WAN are and find out how they access the internet at school.</p> <p>Children will research and find out about the age of the internet and think about what the future might hold.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Children will:</p> <p style="text-align: center;">Understand how to calculate area and perimeter. Understand that shapes can have the same and different areas and perimeters. Calculate the areas of triangles and parallelograms. Calculate the volume of cubes and cuboids. Use the language of ratio. Understand ratio and fractions. Calculate ratio and proportion to solve problems. Use and calculate scale factors.</p>	<h1 style="margin: 0;">Year 6</h1> <h1 style="margin: 0;">Term 4</h1>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Dance</u></p> <p>Children will develop flexibility, strength, stamina, technique, control and balance. Children will perform and create dances using a range of movement patterns.</p> <p style="text-align: center;"><u>Tennis</u></p> <p>Children will use running and jumping, striking the ball and returning (using a racket), serving, and use forehand and backhand in isolation and in combination. Children will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;"><u>Swimming</u></p> <p>Some children will continue to learn how to swim competently, confidently and proficiently over a distance of at least 25 metres. Some children will develop their use a range of swimming strokes effectively (for example, front crawl, backstroke and breaststroke).</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;"><u>Photography</u></p> <p>Children will demonstrate their awareness of all basic principles and processes of photography together with some of its limitations.</p>		<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Post-War Britain</u></p> <p>Children will identify significant events, note connections, contrasts and trends over time and describe social, cultural, religious and ethnic diversity in Britain & wider world Children will research and find out about the age of the internet and think about what the future might hold.</p>
<p style="text-align: center;">Design Technology</p> <p style="text-align: center;"><u>Shoe Designers</u></p> <p>Children will select and use a range of tools and equipment to make their shoe. Children will select and use a range of materials/components according to their functional properties and aesthetic qualities in order to make and quality slipper. Children will apply their understanding of how to strengthen, stiffen and reinforce their slipper. Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;"><u>What makes a healthy and happy relationship?</u></p> <p>Children will recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together. Children will recognise that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. Children will recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. Children will know about human reproduction.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Unity</u></p> <p>Children will learn about Jesus' Prayer for Unity, the Our Father, prayers for peace and unity and the Sign of Peace. Children will understand that the Eucharist challenges Christians to live in communion.</p> <p style="text-align: center;"><u>Death and New Life</u></p> <p>Children will learn about the love and care of people, about how loss and death bring about change for people. Children will recognise the Church's seasons of Lent, Holy week and Easter. Children will understand Lent as a time to remember the suffering and death of Jesus. Children will know that Jesus is the Bread of Life. Children will understand the meaning of the Raising of Lazarus. Children will know the details of Good Friday of the Passion of the Lord, the Easter Vigil and celebrating the new life of Easter.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;"><u>In my French house</u></p> <p>Children will learn how to describe a house, the different rooms and who lives there. Children will learn prepositions to explain where items are arranged in their bedrooms and will consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>Advanced Rhythms</u></p> <p>Children will explore rhythmic patterns in order to build a sense of pulse and will use this understanding to create a composition.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Earthquakes</u></p> <p>Children will understand how the earth is structures with a focus on tectonic plates and volcanoes/earthquake understanding. Children will locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – linked to fault lines, earthquake areas and previous disasters. Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – linking to earthquake zones. Children will describe and understand key aspects of physical geography including volcanoes but focusing on earthquakes.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core texts: The Lost Words and Holes</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will read books that are structured in different ways and understand what they read by identifying how language, structure and presentation contribute to meaning. They will explain and discuss what they have read through presentations and debates and use notes where necessary. Children will write an information report based upon a new lizard discovery, focusing on their use of layout devices, relative clauses, the active and passive voice and colons.</p> <p>Children will write a narrative poem focusing on their layout and descriptive language.</p> <p>Children will write a newspaper report focusing on their use of relative clauses, appropriate formality, commas to separate clauses and colons and semi-colons.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions.</p> <p>Children will take measurements with increasing accuracy and precision.</p> <p>Children will record data and results of increasing complexity.</p> <p>Children will use test results to make predictions to set up further tests.</p> <p>Children will report and present findings from enquiries in oral and written forms.</p> <p>Children will identify evidence that has been used in ideas and arguments.</p> <p style="text-align: center;"><u>Living Things and their Habitat</u></p> <p>Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Children will give reasons for classifying plants and animals based on specific characteristics</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;"><u>Text Adventures</u></p> <p>Children will find out what a text adventure is and plan and make a story-based adventure.</p> <p>Children will understand and be able to code map-based adventures.</p>
<p style="text-align: center;">Maths</p> <p style="text-align: center;">Children will:</p> <p>Read, interpret and draw line graphs and solve problems involving line graphs.</p> <p>Understand the different parts of a circle and be able to calculate radius and diameter.</p> <p>Read and interpret pie charts and understand percentages in relation to pie charts.</p> <p>Draw pie charts using their knowledge of percentages and angles.</p> <p>Calculate the mean using their knowledge of addition and division.</p>	<h1 style="margin: 0;">Year 6</h1> <h1 style="margin: 0;">Term 5</h1>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Benchball</u></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination.</p> <p>Children will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;"><u>Cricket</u></p> <p>Children will use running and jumping, striking the ball (using a bat), bowling and fielding skills in isolation and in combination.</p> <p>Children will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;"><u>Swimming</u></p> <p>Some children will develop their use a range of swimming strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Some children will perform safe self-rescue in different water-based situations.</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;"><u>Frederick Catherwood</u></p> <p>Children will learn about great artists, architects and designers in history (Frederick Catherwood).</p> <p>Children will research Maya architecture and compare this to modern day structures.</p> <p>Children will create detailed sketches of Maya architecture and modern day structures.</p> <p>Children will create a print of Maya architecture and overwork this with details using biro.</p> <p>Children will continue to use sketch books to record their observations and use them to review and revisit ideas.</p>		<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Ancient Civilisation of the Mayans</u></p> <p>Children will recognise the achievements of the earliest civilizations – an in-depth study of where and when the Maya Civilisation appeared.</p> <p>Children will explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>Children recognise Maya temples, how they were constructed, what they are used for and their legacy today (Chichen Itza).</p> <p>Children will understand and use the Maya number system, understanding its strengths and uses today.</p>
<p style="text-align: center;">Design Technology</p> <p style="text-align: center;"><u>Mayan Architecture</u></p> <p>Children will create and reinforce a 3D framework based on Mayan architecture.</p> <p>They will know the physical properties and how to classify materials by structure.</p>	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;"><u>How can money affect us?</u></p> <p>Children will learn about the different ways to pay for things and the choices people have about this.</p> <p>They will recognise different attitudes towards saving and spending money and what influences people.</p> <p>They will recognise different ways to keep track of money.</p> <p>Children will understand risks associated with money, including gambling, and ways of keeping money safe.</p> <p>Children will identify the ways that money can impact on people's feelings and emotions.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Witnesses</u></p> <p>Children will understand the courage that is needed to be a witness.</p> <p>Children will recognise Pentecost, where The Holy Spirit enables people to witness to the Easter message.</p> <p>Children will learn that Jesus appeared to His disciples and about the Ascension.</p> <p>Children will know that Stephen was chosen to spread the Word and how Lydia was a witness to the Easter message.</p> <p>Children will recognise modern witnesses to the power of the Holy Spirit and recognise ourselves as witnesses.</p> <p style="text-align: center;"><u>Hinduism</u></p> <p>Children will know about the Hindu belief in Karma and how to treat the world with respect.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;"><u>Planning a French holiday</u></p> <p>Children will learn to use a combination of present and near future tenses and become familiar with holiday related vocabulary around packing a suitcase and planning a journey.</p> <p>They will explore which countries they might visit and why and ultimately research and plan a holiday to France.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>Film Music</u></p> <p>Children will explore and identify the characteristics of film music. They will create a composition and graphic score to perform alongside a film.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Comparing locations: Modern Central America and The Mayans</u></p> <p>Children will locate the Maya Civilisation area in South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (both from that era and from now).</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core texts: Holes</p> <p>Children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning.</p> <p>Children will read books that are structured in different ways, provide reasoned justifications for their views and understand what they have read by identifying how language, structure and presentation contribute to meaning.</p> <p>Children will write a persuasive advert for Camp Green Lake focusing on their use of modal verbs, adverbials, conjunctions and a wide range of punctuation.</p> <p>Children will write to discuss the use of punishments (in relation to Camp Green Lake) focusing on their use of the cohesive devices, the subjunctive form, colons and semi-colons.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientific Enquiry</p> <p>Children will plan different types of scientific enquiries to answer questions.</p> <p>Children will take measurements precisely and record results of increasing complexity.</p> <p>Children will use test results to make predictions to set up further tests.</p> <p>Children will report and present findings from enquiries in oral and written forms.</p> <p>Children will identify evidence that has been used in ideas and arguments.</p> <p style="text-align: center;">Living Things and their Habitat</p> <p>Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Children will give reasons for classifying plants and animals based on specific characteristics</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Quizzing</p> <p>Children will make a picture quiz for young children, understanding how to use question types in 2Quiz.</p> <p>Children will explore grammar quizzes and make a quiz that requires the player to search a database.</p> <p style="text-align: center;">Children will make a quiz to test their teachers or parents.</p>
<p style="text-align: center;">Maths</p> <p>Children will consolidate their knowledge of previous topics and use this to solve problems and develop their reasoning skills.</p> <p style="text-align: center;">Children will apply their mathematical knowledge to real life contexts.</p>	<h2 style="margin: 0;">Year 6</h2> <h2 style="margin: 0;">Term 6</h2>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Athletics</p> <p>Children will develop flexibility, strength, technique, stamina, control and balance. Children will use running, jumping and throwing skills. Children will play competitive games and apply basic principles suitable for succeeding. Children will compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p style="text-align: center;">Rounders</p> <p>Children will use running and jumping, striking the ball (using a bat), bowling and fielding skills in isolation and in combination. Children will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p style="text-align: center;">Swimming</p> <p>Some children will develop their use a range of swimming strokes effectively (for example, front crawl, backstroke and breaststroke). Some children will perform safe self-rescue in different water-based situations.</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;">Maya Ceramics</p> <p>Children will learn about the art, architecture and designs in Maya history.</p> <p>Children will sketch and annotate their research into Maya ceramics and pottery.</p> <p>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Children will design ceramic / pottery ideas before creating from clay.</p> <p>Children will make ceramics / pottery from clay and later paint.</p> <p>Children will evaluate their ceramics / pottery on completion.</p> <p>Children will continue to use sketch books to record their observations and use them to review and revisit ideas.</p>		<p style="text-align: center;">History</p> <p style="text-align: center;">What did the Mayans do for modern society?</p> <p>Children will identify and use a range of evidence sources to understand more about the Maya civilisation.</p> <p style="text-align: center;">Children will explain what the Maya writing system consists of, how words are constructed and what codices are.</p> <p>Children will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p> <p>Children will understand when the Maya civilisation fell and research/speculate as to possible reasons why.</p> <p style="text-align: center;">Children will understand the legacy left behind of the Maya Civilisation.</p>
<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Hot Chocolate</p> <p>Children will explore and evaluate a range of existing hot chocolate products.</p> <p>Children will design purposeful, functional, appealing hot chocolate for themselves and other users based on design criteria.</p> <p>Children will generate, develop, model and communicate their ideas.</p> <p>Children will evaluate their ideas and products against design criteria.</p>	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;">How can we manage risk?</p> <p>Children will differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Children will recognise, predict and assess risks in different situations.</p> <p>Children will recognise how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>Children will recognise strategies for keeping safe online and the importance of protecting personal information and images.</p> <p>Children will recognise how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; and who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>Children will realise the consequences of anti-social, aggressive and harmful behaviours and develop strategies for getting support for themselves or for others at risk.</p> <p>Children will recognise that their actions affect themselves and others.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Healing</p> <p>Children will know there are times when people get sick and need care.</p> <p>Children will recognise that Jesus cares for the sick and that this is a Christian responsibility.</p> <p>Children will learn about the Sacrament of the Anointing of the Sick, how it appears during Mass and about this Sacrament's use for those who are very ill.</p> <p style="text-align: center;">Children will discover Lourdes as a place of healing.</p> <p style="text-align: center;">Common Good</p> <p>Children will recognise justice for the good of all and that God asks us to live justly.</p> <p>Children will know the work of Christians is for the common good of all and that Catholic Social Teaching is about continuing the work of Jesus for this common good.</p> <p>Children will recognise that God sent Jesus to bring the Good News to everyone and that He taught us how to live justly in our world.</p> <p style="text-align: center;">Children will learn that Jesus gave Christians a new way of living.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;">Visiting a town in France</p> <p>Children will learn directional and transport vocabulary and prepositional phrases when exploring their journey to school and what places in town are worth a visit and why.</p> <p style="text-align: center;">Children will practise giving opinions and talk about a trip to France.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Composing and performing a leavers' song</p> <p>Children will create their very own leavers' song personal to their experiences as a year group; listening to and critiquing well-known songs reflective of new beginnings, writing the lyrics for the chorus and verses and exploring the concept of the four chord backing track.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Comparing locations: Modern Central America and The Mayans</p> <p>Children will describe and understand key aspects of physical geography pertaining to the Maya area of South America, including climate zones, biomes, vegetation belts, rivers and mountains. Children will describe and understand human geography of the Maya area including types of settlement and land use, any economic activity and the use of natural resources.</p>