Castle View Primary School

Year 6 Overview 2021-2022

	Autumn		Spring		Summer	
Topic name	Heroes, Villains, Crime and Punishment!	Evolution and Environment.	Amazing Animals!	Earthquakes!	Fun at the Fair!	Where do I live?
English	**FICTION** **A Legend** *Robin Hood and the Golden Arrow by Geraldine McCaughrean* develop their existing knowledge of familiar features of legends make links and connections with other stories and their own experiences make notes of thoughts and ideas, collected from their reading and discussions, to use in their own writing develop skills of argument and discussion examine how writers use language for effect understand how writers use dilemmas and responses in narrative to subvert or meet readers' expectations consider how character, setting and plot each affects the other to be able to hypothesise about characters' actions and support their ideas with evidence from the text to be able to identify and evaluate the writer's use of language to create imaginary worlds to be able to build a setting around one phrase, using figurative language develop their understanding of how words can create different effects in different contexts use an example of writing that will provide a model for their own writing develop children's confidence and skills in story planning and development evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling	**FICTION** **Poetry- imagery** *Rabbit in mixer survives by Roger McGough* develop an awareness of how poets use language to create imagery make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing develop their deeper thinking skills through a mini enquiry revise some poetic features and become familiar with new poetic language identify and clarify some of the imagery in the poem, linking the words with images and ideas understand the difference between metaphor and simile identify the key poetic features in a variety of poems use clues in the poem to create a rounded description of the main character record their response to a poem consider how the characters' actions affect the poem build a metaphor that can be used as the central image of a poem to experiment with different poetic forms to use an example of writing that will provide a model for their own writing plan and develop a poem read and share their poems evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling	**FICTION** **A historical story** *Brashem's Tortoise by Susan price* revise their understanding of the term 'fiction genres' become familiar with a story examine how stories provide additional information for the reader predict how the story might develop and end make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing develop their skills of argument and discussion make links and connections with a particular genre increase knowledge of old fashioned or little used words from the text to identify and comment on the key features of a variety of genres understand that there are different methods of planning a story quickly and effectively develop their ability to evaluate the effectiveness of a piece of writing plan and draft a story in a particular genre explore examples of simile, metaphor and personification as a model for their own writing organise their ideas into a cohesive opening paragraph experiment with words and phrases to create cohesion between paragraphs to help them to structure a story look critically at their writing	**FICTION** **Story with flashbacks** *Gone away! By Lou Kuenzler* develop an understanding of different story structures make links and connections with other stories and their own experiences make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing develop their skills of argument and discussion examine how writers use language for effect predict how the story develops and ends examine how writers use language for effect identify and comment on the mood and feelings conveyed in a text identify and comment on the use of flashback to reveal layers of emotions and meanings in a text consider how chronology, narration and character each affects the other write an effective opening of a story that engages the reader straight away develop confidence in building a story orally use an example of writing as a model for their own writing evaluate the effectiveness of a piece of writing become familiar with phrases that signal movement in time use a storyboard and signals of time to write their own story with flashbacks look critically at their writing	**FICTION** **Narratives and plays** *The elephant in the room by Lou Kuenzler* understand what a monologue is and how they can be used in playscripts revise the conventions of the form of a playscript make notes, thoughts and ideas, collected from their reading and discussions, to use in their own writing develop their skills of argument and discussion examine how writers use language for effect link the dramatic effects to their understanding of the play understand the chronology and main points of the play create a written or drawn representation of the story that can be used as an aide memoire consider how character, setting and plot each affects the other develop their ability to interpret text and sub-text explore ways of developing characterisation by showing, rather than telling revise the conventions of writing speech in a script evaluate the effectiveness of a piece of writing develop children's confidence and skills in script planning and development read and share their playscripts evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work	**FICTION** **Authors and texts** *I Believe in Unicorns by Michael Morpurgo* contextualise the main themes of Michael Morpurgo make links and connections with other Michael Morpurgo stories make a prediction about the story ending understand chronology and main points of the story create a written or drawn representation of the story develop skills of argument and discussion visualise strong descriptive phrases and think about how they help the reader engage with a story compare and contrast the openings of stories by the same author use drama to explore a central theme in the story empathise with a character by writing in role summarise an event in the story consider how the characters' actions affect the plot compose sentences that describe a setting see an example of writing that will provide a model for their own writing explore the emotions of their character through role-play evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

NON-FICTION
Journalistic writing
Newspapers and interviews.

to become familiar with some words and synonyms associated with journalistic texts

identify the five Ws of journalism

to keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

to be able to identify the main points of a more complex news report and to be able to identify bias

to develop their ability to write an unbiased news report for a particular audience

be able to be able to recognise stylistic features of informal magazine articles

to be able to use the stylistic features and language of an informal magazine article as a model for their own writing

to identify the commentator and a participant in a news event and be able to comment upon the differences between them

develop their ability to adapt the language and form of a text to suit a different purpose and audience

to proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

present their TV news presentations to a small group and complete self- and peer-assessments

evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

GRAMMAR SKILLS
using **expanded noun phrases** to convey complicated information concisely

using **semicolons, colons or dashes** to mark boundaries between independent clauses

use **synonyms and antonyms**.

NON-FICTION
Argument
Should humans rule? Animals rule!… but which one?

make links between the story text and the non-fiction text

become familiar with some words and synonyms associated with argument texts

understand how the introduction in an argument appeals to the audience and states its purpose

keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

understand how pejorative and emotive language creates a strong introduction for an argument

understand and locate examples of the key features of an argument text
understand how to structure a paragraph of an argument

plan the main ideas and structure of their argument

practise composing sentences using words and phrases to structure arguments

use planning and notes to help them to write a draft of their argument

to proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

to share their argument and to evaluate success

to evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

GRAMMAR SKILLS
recognise and use a variety of **layout devices** to organise contents on the page.

develop children's awareness of the conventions of punctuation when using **bullet points**

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evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

NON-FICTION
Formal/ impersonal writing
Exotic pets- facts and figures

develop their understanding of formal/impersonal writing

become familiar with some words and synonyms associated with formal/impersonal writing

revise how prefixes change the meanings of root words

keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

increase their knowledge of rarer words and their synonyms

read and analyse a text that provides a model for impersonal/formal writing

retrieve and record key information.

Summarise the information, using features of formal/impersonal writing

identify the audience and purpose of a text and to evaluate the importance of information in a text

be aware of the style and syntax of particular phrases typical of very formal, official documents

see examples of formal documentation and to use it as a model for their own writing

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

develop understanding of how spoken language is adapted to suit a different purpose and audience

complete and present their role-plays and to evaluate each other's work

evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

GRAMMAR SKILLS
recognise the basic features of **formal/impersonal** writing and to see examples of the **subjunctive** in very formal speech and writing

develop an awareness of the **active and the passive voice** and how it affects presentation of information

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evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

NON-FICTION
Biography and autobiography
Alexander Selkirk

link a fiction text with non-fiction biographical and autobiographical writing

become familiar with different types of biographical writing

use a variety of resources to research a biographical subject

keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

make connections between fiction and non-fiction texts

understand how writers use language for effect

see examples of writing that will provide models for their own writing

develop their ability to select and retrieve key information and present it in a different form

develop their understanding of the key features of biographical writing

create a biography in electronic form for a specific audience

complete, edit and refine their biographies

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

show their presentations

evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

compose an autobiographical account, based on their research and mind maps

GRAMMAR SKILLS
to revise and deepen their understanding of the differences between **formal and informal vocabulary** in speech and writing. To increase their awareness of when one might be more appropriate than the other

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proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

NON-FICTION
Persuasion
Make memory lapses a thing to forget.

revise existing knowledge of persuasive texts

become familiar with some words and synonyms associated with persuasive texts

be able to recognise bias in a persuasive text

identify the difference between fact and opinion

keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

see examples of writing that will provide models for their own writing

understand and locate examples of the key features of a persuasive text

read and identify the persuasive techniques used in an advert

manipulate a persuasive text for effect

use persuasive language to improve a persuasive text

explore how to plan and order ideas within a persuasive text

use their planning and notes to help them to write a persuasive presentation

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

present their persuasive arguments for or against

evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

GRAMMAR SKILLS
develop their knowledge of when **hyphens** are used to avoid confusion and ambiguity

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NON-FICTION
Explanations
How does a story become a manga graphic novel?

make links between the story text and the non-fiction text

understand the context for the study of the non-fiction explanation text

distinguish between instructions and explanations

evaluate the purpose of a text

keep a personal reading, writing and thinking log to record thoughts and ideas for their own writing

see an example of writing that will provide a model for the planning of their own writing

understand and locate examples of the key features of an explanation text

keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing

break down the key ideas for their explanation

refine their mind maps into notes

see an example of writing that will provide an opportunity for them to evaluate the effectiveness of layout, organisation and clarity

use their planning and notes to help them to write an explanation text

evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work

proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling

GRAMMAR SKILLS
develop their ability to recognise and use a wider range of **cohesive devices** to link ideas across paragraphs

Maths	Number: Place Value	Number: Addition and Subtraction, Multiplication and Division continued	Number: Decimals	Measurement: Converting Units	Statistics	Consolidation and themed projects
	• To represent numbers to 10,000 in different ways • To represent numbers to 100,000 on place value charts and numberlines • To be able to read, write and represent numbers to 1,000,000 • To be able to read, write and represent numbers to ten million in different ways • To be able to compare and order whole numbers up to ten million • To be able to round numbers to the nearest 10, 100 and 1000 • To be able to round numbers within ten million • To be able to count backwards and forwards through zero **Number: Addition and Subtraction, Multiplication and Division** • To be able to add whole numbers with more than 4-digits • To be able to subtract numbers with more than 4-digits • To use the inverse operation for addition and subtraction • To solve multi-step addition and subtraction problems • To be able to add and subtract integers • To be able to multiply a 4-digit number by a 1-digit number • To be able to multiply 2-digits using the 'area model' • To be able to multiply a 2-digit number by a 2-digit number • To be able to multiply a 3-digit number by a 2-digit number • To be able to multiply up to a 4-digit number by a 2-digit number • To be able to divide a 4-digit number by a 1-digit number • To be able to divide with remainders • To be able to use the short division method	• To explore the relationship between square and cube numbers • To understand that the order of operations within a calculation affects the answer • To be able to use efficient mental calculations and sensible estimations • To be able to use reasoning and apply understanding of commutativity and inverse operations **Number: Fractions** • To explore equivalent fractions using models and concrete representations • To use understanding of the highest common factor to simplify fractions • To be able to convers improper fractions to mixed numbers • To be able to convert mixed numbers to improper fractions • To be able to identify where fractions belong on a numberline • To be able to compare fractions where denominators are not multiples of the same number • To be able to compare fractions by finding a common numerator • To be able to add and subtract fractions where the denominators are multiples of the same number • To be able to add and subtract fractions where the denominators are not multiples of the same number • To be able to add two fractions where one or both are mixed numbers or improper fractions • To be able to add mixed numbers • To be able to subtract proper fractions from mixed numbers • To be able to subtract mixed numbers	• To be able to read and write decimal numbers with up to two decimal places and know the value of each digit • To develop an understanding of thousandths • To understand numbers with up to three decimal places • To be able to multiply numbers with up to three decimal places by 10, 100 and 1000 • To be able to divide decimals by 10, 100 and 1000 • To be able to multiply decimals in the context of money and measures • To be able to divide decimals using knowledge of sharing and grouping • To solve division problems where the answer has up to 2 decimal places • To convert decimals into fractions • To investigate efficient methods to convert fractions to decimals **Number: Percentages** • To know that per cent relates to the number of parts per hundred • To convert fractions into percentages • To understand the difference between tenths and hundredths and their equivalent percentages • To convert between fractions, decimals and percentages to order and compare them • To be able to find percentages of amounts • To explore different methods for finding percentages of amounts • To missing whole or missing percentage when the other values are given **Number: Algebra** • To explore simple one-step function machines	• To read, write and recall all metric measurements for length, mass and capacity • To use skills of multiplying and dividing by 10, 100 and 1000 to convert between units of length, mass and capacity • To use and apply conversion skills to solve measurement problems in context • To be able to find approximate conversions from miles to km and from km to miles • To be able to convert between metric and imperial measurements **Measurement: Perimeter, Area and Volume** • To find and draw rectilinear shapes that have the same area • To calculate the area and perimeter of rectilinear shapes • To work out the area of triangles by counting • To calculate the area of right-angled triangles • To find the area of any triangle using a formula • To calculate the area of parallelograms • To know that volume is the amount of solid space something takes up • To know that volume is the space occupied by a 3-D object • To use the formula $(l \times w \times h)$ to calculate the volume of cuboids **Number: Ratio** • To know that ratio shows the relationship between two values • To use objects and diagrams to compare ratios and fractions • To use a colon to express ratios • To be able to calculate ratios • To be able to draw 2-D shapes to a given scale factor	• To be able to read and interpret • To be able to draw line graphs • To be able to read and interpret line graphs to solve problems • To illustrate and name parts of circles using the words radius, centre and circumference confidently • To be able to interpret pie charts • To interpret pie charts with percentages • To be able to draw a pie chart using a protractor • To apply addition and division skills to calculate the mean average in a variety of contexts **Geometry: Properties of Shape** • To be able to measure angles in different orientations • To draw lines to the nearest millimetre and draw angles of a given size • To know that there are two right-angles on a straight line and four right angles around a point • To calculate missing angles on straight lines • To know that there are 360º in a full turn • To be able to calculate missing angles • To recognise that vertically opposite angles share a vertex and that they are equal • To know that the interior angles of a triangle add up to 180º • To use knowledge of properties of triangles to reason about angles • To be able to solve missing angle problems involving triangles • To know that angles in any quadrilateral add up to 360º • To explore interior angles in polygons • To be able to draw shapes accurately on different grids	

	• To be able to divide using knowledge of factors • To divide a 3-digit number by a 2-digit number (without remainders) using long division • To divide a 4-digit number by a 2-digit number (without remainders) using long division • To use long division where answers have remainders • To know that factors of a number multiply together to give that number • To be able to find common factors of two numbers • To be able to find common multiples of numbers • To work out whether or not numbers up to 100 are prime	• To be able to solve problems that involve adding and subtracting fractions and mixed numbers • To be able to fractions and mixed numbers by integers • To use concrete and pictorial representations to multiply fractions • To be able to divide fractions by integers • To be able to divide fractions where the numerator is not a multiple of the integer • To be able to use the four operations when calculating with fractions • To be able to calculate a fraction of an amount • To be able to find the whole amount from the known value of a fraction **Geometry: Position and Direction** • To be able to read and plot coordinates in the first quadrant • To be able to read and plot coordinates in all four quadrants • To use knowledge of coordinates and positional language to translate shapes in all four quadrants • To be able to reflect shapes in all four quadrants **Consolidation**	• To explore simple two-step function machines • To be able to form expressions based on function machines • To be able to substitute into a simple expression to find a particular value • To be able to substitute into familiar formulae for area and volume • To use algebraic notation to form one-step equations • To solve simple one-step equations involving the four operations • To solve simple two-step equations involving the four operations • To consider what values a pair of variables can take To find possible solutions to equations which involve multiples of one or more unknown	• To find scale factors when given similar shapes To solve problems involving ratio and proportion	• To use knowledge of 2-D and 3-D shapes to identify three-dimensional shapes from their nets	
Science	**Light** 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.	**Evolution and inheritance** 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. Pupils might find out about the work of	**Living things and their habitats** 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 can be subdivided. They should discuss reasons why living things are placed in one group and not another.	**Living things and their habitats** Through direct observations where possible, they should classify animals into commonly found vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Through direct observations where possible, they should classify animals into commonly found invertebrates	**Electricity** 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. 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.	**Animals, including humans** 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. 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.

		palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.				
Computing	**Media - PowerPoint Presentations** To create a simple presentation. To create shapes. To create a hyperlink to another slide. To use slide transitions insert audio and video files (where possible) To record audio onto a slide. To create simple slide templates. To copy and organise slides as required. To use animations to introduce objects to a slide. To find out which audio and video formats work in a particular presentation application. To set when the audio or video plays. To evaluate the layout of presentation slides effectively. **Media -Photography** To be able to use an IPAD or camera to capture images. To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools. To recognise that not all images are real To evaluate how changes can improve an image.	**Animations** To explain that animation is a sequence of drawings or photographs. To relate animated movement with a sequence of images. To identify the need to work consistently and carefully. To review and improve an animation. To evaluate the impact of adding other media to an animation.	**Coding – 2Code B** To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects. To review the use of number variables. To explore text variables. To use functions and understand why they are useful. To debug a program and organise the code into tabs. To organise code into functions and Call functions to eliminate surplus code in the program. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To explore how 2Code can be used to make a text-based adventure game.	**Using Search Technologies & Word Processing** To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. To know how search results are selected and ranked. To be able to efficiently research and gather information for a specific task. To be discerning in evaluating digital content.	**Quizzing** To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. To make a quiz to test your teachers or parents. Are you smarter than a 10- (or 11-) year-old?	**Data – Excel Spreadsheets** To know what an Excel spreadsheet looks like. To navigate and enter data into cells. To introduce some basic data formulae in Excel for percentages, averages and max and min numbers. To demonstrate how the use of Excel can save time and effort when performing calculations. To use a spreadsheet to model a real-life situation. To demonstrate how Excel can make complex data clear by manipulating the way it is presented. To create a variety of graphs in Excel.
History / Geography	**HISTORY** **Unit 1: Crime and Punishment** The children journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, the children will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.	**GEOGRAPHY** **Y6: North America (Rockies)** Where is North America and what is it like? Where and what is the United States of America? Can you find a North American country that is closely linked to a country in Europe? What are the Rockies like? What happened when Mount St Helens erupted? Is it ever safe to live near a volcano like Mount St Helens? Which US state would I like to live in and why? How does New York compare with Lancaster?	**HISTORY** **Unit 3: Shang Dynasty** The children will use their historical enquiry skills to find out what the Bronze Age was like in China, consulting ancient history books and archaeological finds to compare evidence and draw conclusions about a wide range of features.	**GEOGRAPHY** **Y6: Earthquakes** Why do earthquakes occur? What can we learn from some famous earthquakes? Why are some earthquakes bigger than others? How do earthquakes affect people and places? What help do people need before, and after an earthquake? What could you do if an earthquake happened?	**HISTORY** **Unit 2: Leisure and Entertainment** The children investigate how people in Britain spend their leisure time and how this has changed over time? The children will ask questions and discuss how and why changes in leisure occurred.	**GEOGRAPHY** **Y6: Exploring our local area** How do my local area and my region fit into the wider world? Can I identify and locate the main features of my region? How might our region meet people's needs? Fieldwork – Is this a place fit for people? How can I create a needs map of the places I have visited? How does our region meet people's needs?
Art / DT	**ART: Printing** • Design and create images which use 3 coloured overlays • Use lino (or lino substitute) to cut away areas to create a relief printing block • Learn about 'registration' of printing blocks to ensure pattern matching	**DT: Structures- Bridges** • Use the correct terminology for tools materials and processes. • Use bradawl to mark hole positions. • Use hand drill to drill tight and loose fit holes. • Cut strip wood, dowel, square section wood accurately to 1mm. • Join materials using appropriate methods.	**DT: Food- Pasta Bakes** ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques.	**ART: Drawing** • To do large charcoal / soft pencil '1-minute sketches' of classmates to capture the line and form speedily. Use newsprint to capture 5 or 6 sketches and choose a favourite. • To use viewfinders to do quick sketches. Select media to capture what they see • To look at drawings that use obvious perspective eg train	**DT- Fairground** ▪ Mechanical & Electrical Systems and ICT ▪ Develop a technical vocabulary appropriate to the project. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT.	**ART: Collage** ▪ To use a craft knife to cut, score and bend paper or card (under supervision) to create 3D effects in collage ▪ To experiment with mixed media – adding pen or paint to a collage ▪ To use visual information collected in sketchbooks as a source of inspiration for a personal collage work

	• Add to printed images by using pens / glitter etc to create a multi-media image • Create repeating printed patterns that tesselate • To evaluate their own work and that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating their work to that of other artists	• Stiffen and reinforce complex structures	▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.	tracks or roads going to the horizon etc and discuss how it is created • To experiment with drawings using perspective, using line and pattern • To look at optical art such as the work of Bridget Riley eg 'Movement in Squares' 1961and discuss her techniques • To create their own black and white op art pictures in the style of Bridget Riley • To evaluate their own work and that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating their work to that of other artists		▪ To study the collage work of Picasso, and develop a rudimentary understanding of cubism – guitar and violin ▪ To create a collage in the style of Picasso ▪ To evaluate their own work and that of others using the language of art. To be able to express preferences explaining their thinking and suggesting improvements and relating their work to that of other artists
RE	**Christianity** (Church) Christian rites of passage Denominational differences	**Hindu dharma** Reincarnation Karma The 4 ashramas	**Islam** The Ummah Hajj	**Christianity** (Jesus) Holy Week The Eucharist Denominational differences	**Buddhism** The Buddha The Four Noble Truths The Eightfold path	**Christianity** (God) Salvation Forgiveness
PSHE	Attraction to others; romantic relationships; civil partnership and marriage. Recognising and managing pressure; consent in different situations. Expressing opinions and respecting other points of view, including discussing topical issues.		Valuing diversity; challenging discrimination and stereotypes. Evaluating media sources; sharing things online. Influences and attitudes to money; money and financial risks.		What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. *Human reproduction and birth, increasing independence, managing transition (Y6 content only)* Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	
PE	**Swimming** To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.		**Gym- group sequencing** To work in small groups to create a series of rolls in unison. To work in small groups to create a sequence involving different formations and pathways. To create a sequence as a group with different dynamics. To mirror asymmetrical body shapes within a group.	**Dodgeball** To develop an effective throwing and catching techniques. To develop dodging techniques. To understand and work alongside others when attacking and defending. To work as part of a team. To develop an understanding and interpretation of the rules and to accept decisions.	**Rounders** To send and receive a tennis ball using good catching and throwing techniques. To develop bowling, battling and ground fielding skills. To develop tactical awareness whilst playing a small game. To vary tactics whilst playing a small sided game. To play a full game in a small group taking on different roles within the team.	**Athletics** To change pace and run at different tempos and sustain pace over longer distances. To throw with greater control, accuracy and efficiency. To throw with greater force and for longer distances. To perform the correct triple jump technique. To develop relay change over skills. To choose appropriate starts and changeover techniques for different events.
Music	**Fresh Prince of Bel Air** Copy back using instruments. Use 1 note: D. Question and Answer using instruments. Use 1 note in your answer: D. Take it in turns to improvise using 1 note: D	**You've got a friend** The music of Carole King. Rhythm and Pitch Copy back and Question and Answer. Copy back using instruments. Use 1 note: A. Question and Answer using instruments. Use 1 note in your answer: A. Take it in turns to improvise using 1 note:A	**A New Year Carol** Benjamin Britten's music and cover versions. Learn to clap some of the the rhythms used in the song. Learn some musical phrases that you will sing in the song. Copy back using instruments. Use 2 notes: A and G. Question and Answer using instruments. Use 2 notes in your answer: A and G. Take it in turns to improvise using 2 notes: A and G.	**Music and Me** Being happy! Rhythm and Pitch Copy back and Question and Answer. Copy back using instruments. Use 3 notes: A, G and B. Question and Answer using instruments. Use 3 notes in your answer: A, G and B. Take it in turns to improvise using 3 notes: A, G and B	**Reflect Rewind Replay** This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place.	**Performance** An end of year production will take place and be shared with the parents.
MFL	**Le weekend** **(The weekend)** To ask and talk about regular activities	**Au marché** **(to the market)** To ask and answer the question 'what do I want from the market?'	**Les vêtements (Clothes)** To ask and answer the question 'what are you wearing?' To describe the clothing, they wear.	**Le calendrier (Timetable)** To ask and talk about their daily routine To talk about times of daily routine	**Le transport (Transport)** To talk about different modes of transport	**Encore (again!)** To listen and understand a simple story. (le chat botté - Puss in Boots)

	To state who they do the activities with To talk about what they like / dislike / prefer doing To state what they do in different weathers	To give amounts of items To state what they like / dislike	To state what types of clothing they wear in different weathers / seasons To state what they like / dislike	To state what they eat at different meal times	To talk about where they are going and which mode of transport they will use To buy tickets at a train station To ask the price and the time the train departs and understand the response	To review and revise the French they've learnt this year.