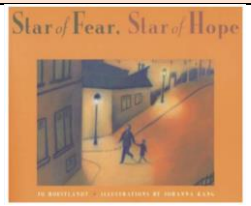
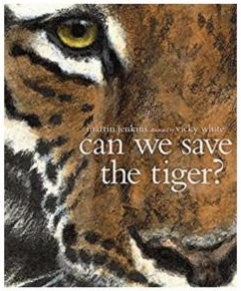
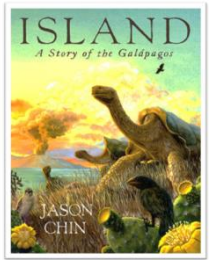
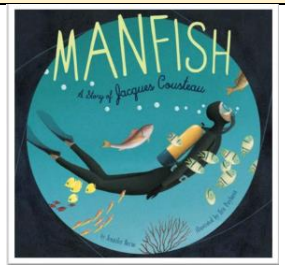
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Y +6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 Star of Fear, Star of Hope Flashback -Narrative	 Can we save the Tiger? Information: Leaflet	 The Selfish Giant Explanation	 The Island Journalistic	 Manfish Biography	Transition Unit
	 A Tiger in the Zoo Poetry					
Guided reading	 Modern Fiction and Poetry	 History theme: War		 Literary Heritage: Stories, Plays and Poems	 Geography: Coasts	tales  Traditional and poetry

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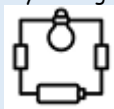
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			Science theme: Evolution & Inheritance			
Enquiry question	Why has Britain been involved in conflicts over time? 	Why did Britain enter two world wars? 	How could our local area be improved? 	How is energy changing our world? 	Why did the Mayan Empire rise and fall? 	How does climate change influence our population? 
Maths	Place value to 10 million Negative Numbers Problem Solving and Reasoning Four Operations Fractions + & -	Fractions Fractions x & ÷ Fractions as Operators Units of Measure	Decimals Percentages Ratio Algebra	Perimeter and area and volume Ratio and Proportion Fractions, decimals and percentages Statistics	Geometry: Properties of Shapes Geometry: Position and direction Problem Solving	Transition problem solving and reasoning
RE	Does everyone believe in God?	What does it mean to live in a religiously diverse world? How do Christians prepare for Christmas?	How do religions buildings reflect faith?	Is anything eternal? How do Christians celebrate Easter around the world?	Are faith stories important today?	How do people work together for a fairer world? How do the 5K Sikh rules for living relate to other faiths?
Key Christian themes	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people	Learn basic facts about how Christianity spread throughout Britain.	Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness	Ask questions, and discuss feelings about loss, death and heaven. Develop the children's understanding of Christian hope and the promise of eternal life with God.	Deepen children's understanding of the importance and impact of the contents of the Bible in the lives of Christians.	Define the terms equality, justice and fairness and discuss examples from different world views. Give two examples of how changemakers from different world views are making a fairer world.
Compari	Explain how Sikhs believe	Analyse how religious diversity originated in the UK and give some	Describe what happens in the Gurdwara (e.g.,	Develop pupil's understanding of Muslim, Hindu and Buddhist	Describe what happens in the Gurdwara (e.g., welcoming a new baby,	Analyse how Sikhs show community and equality in their lives. (e.g., Langar, charity, all people are equal, values,

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ng to Sikhi, Humanism and other world view	in all pathways leading to God Explain why Humanists feel that science is a process which allows claims to be tested.	examples. Identify the origins of religious and nonreligious worldviews around the world and place on a timeline.	welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.	beliefs about death and life after death. Develop understanding of Humanist beliefs about death.	Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect Describe the founder of Sikhi, Guru Nanak and recall key events in his Life.	duty) Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.
Science	**Light** How does light travel? 	**Electricity** How can we represent electricity in diagrams? 	**Evolution and inheritance** How do scientists know that living things have changed over time? 	**Living things and their habitats** Is classification of animals helpful? 		**Animals Including Humans** What affects the health of humans? 
Scientists	Jo Shien Ng Ibn al-Haytham Isaac Newton	Nikola Tesla M Stanley Whittingham	Charles Darwin Sylvia Earle	Carl Linnaeus Tanisha Williams Joseph Lister		William Harvey Donald Palmer
Substantive Knowledge	Know that light travels in straight lines from light sources. We see things when light reflects off objects. Know that shadows are formed when light is blocked. The angle at which light is reflected from a mirror is equal to the angle that the light	Know the symbols used in electrical convention and how to record electric circuits in diagrams. The brightness of a bulb (or the volume of a buzzer) is associated with the number and voltage of cells used in the circuit. Know how switches can be used in circuits. Use	Know some examples of animals that we know have evolved because of fossils. Differences between species is called diversity and the difference within species is called variation. Variation leads to natural	Know the purpose and origins of classification systems. 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. Different plants need different environments. Know the purpose of microorganisms.		Know that the circulatory system pumps blood around the body. Blood is made up of red blood cells, white blood cells, platelets and plasma. Exercise strengthens the heart muscle which improves the heart's ability to pump blood around the body. Know the impact of diet, exercise, drugs and lifestyle on the way our bodies function.

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	hits the mirror. Light is made up of the colours of the rainbow	components to make a working device.	selection which leads to evolution. Know some ways in which animals have adapted to their environment.			
Disciplinary Knowledge	Record findings of investigations into light traveling in straight lines; shadow shapes; angles and light; refraction of light. Use a protractor with increasing accuracy. Repeat tests for more accurate data	Create circuits of increasing complexity. Plan a fair test to answer questions, recognising the variables and controlling these. Show awareness of how to create more reliable data. Make predictions and test their accuracy. Record the outcome of investigations.	Use a range of fossils and/or images of fossils over time and both identify changes and observe changes identified by scientists. Observe closely to identify inherited characteristics in a range of living things. Analyse how different circumstances may lead to natural selection and evolution. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Use classification keys. Record data using classification keys and tables. Set up an experiment and select ways to conduct observations and record results. Present findings from enquiries and secondary source research		Use scientific diagrams and annotations to explain a scientific process. Create a model of blood, keeping proportions accurate. Plan a pattern-seeking experiment to explore the relationship between the types of exercise we can do and heart rate. Explore nutritional guidance and draw conclusions
History	**Conflict Through Time** Articulate the key events and people involved in significant conflicts, including the Battle of Hastings and the War of the Roses. Understand some of the key events of WW1, including how these link to WW2.	**World Wars** Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in the local area and the UK during WW2.			**Mayan Civilization Mayan Civilization** Explore the changes to the Maya civilization over time and their place in society today. Identify the main features of the Maya civilisation	

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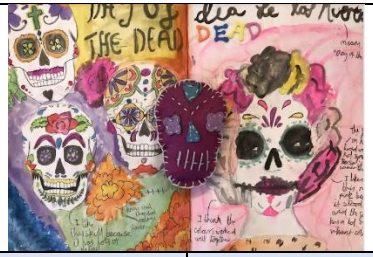
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History skills	Develop chronologically secure knowledge of time periods, individuals and events building on chronology knowledge from KS1 and Year 3, 4 and 5 Have a secure knowledge and understanding of the different between British, local and world history. Establish a clear narrative within a period of study, noting connections, contrasts and trends over time. Use appropriate historical terms. Regularly address and devise historically accurate questions about change, cause, similarity, difference and significance. Construct informed responses that involve a thoughtful selection and organisation or relevant historical information Know that knowledge of the pat in constructed from a range or sources and be able to identify primary and secondary sources.					
Geography			**Can I carry out an independent field work enquiry?** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	**Where does our energy come from?** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.		**Why does population change?** Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.

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Art	**Collage** Pablo Picasso	**Drawing** Henry Moore	**Drawing/ Sculpture** John Gould	**Textiles/Mixed Media** José Guadalupe Posada	**Painting** Frida Kahlo
	Study and discuss the work of Pablo Picasso and the Bayeux Tapestry. Use sketchbooks to develop narrative compositions. Explore collage and mixed media techniques. Create texture through layering and overlapping. Use Cubist shapes and viewpoints in artwork. Combine historical storytelling with artistic interpretation. Evaluate and explain artistic choices using art vocabulary.	Study and discuss the work of Henry Moore. Use sketchbooks to develop observational drawings. Draw human figures with increasing accuracy and proportion. Apply tone, shading and blending techniques. Use perspective to create depth and space. Create an atmospheric historical drawing. Evaluate and explain artistic choices using art vocabulary.	Study and discuss the work of John Gould. Use sketchbooks for observational drawing and scientific recording. Draw accurately using proportion, tone and texture. Develop detailed pencil shading techniques. Plan and construct a 3D sculpture from drawings. Create texture and form in sculpture. Evaluate and explain artistic choices using art vocabulary.	Study and discuss the work of José Guadalupe Posada. Use sketchbooks to develop symbolic designs. Create detailed patterns and imagery through drawing. Explore textile collage and simple stitching techniques. Layer materials to create texture and depth. Combine textiles and mixed media in a final artwork. Evaluate and explain artistic choices using art vocabulary.	Study and discuss the work of Frida Kahlo and Mayan artefacts. Explore symbolism, pattern and cultural identity. Develop and refine ideas through sketchbook work. Mix and apply paint with increasing control. Use colour purposefully to communicate meaning. Create detailed painted designs inspired by historical cultures. Evaluate and explain artistic choices using art vocabulary.
					
DT	Periscopes	Food Technology - Rationing	Electrical systems – Steady hand game		

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	Design, make and evaluate a functioning periscope. Investigate how mirrors reflect light, develop design criteria, create annotated designs, measure and construct accurately using appropriate tools and materials, test and evaluate their product against success criteria, and suggest improvements. Apply technical knowledge of structures, reflection and optical systems to create a purposeful product.	Explore a range of initial ideas, and make design decisions to develop a final meal based on rationing Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional game Continually evaluate and modify the working features of their game to match the initial design specification. Test the game to demonstrate its effectiveness for the intended user and purpose.			
PE	Football	Health related exercise	Invasion: Basketball	Dance: Carnival – Day of the Dead	OAA: Orienteering	Cricket
	Maintain control under pressure and change direction quickly. Accurately pass over varying distances using different parts of the foot. Select the appropriate type of shot (power vs.	Design activities to warm up and cool down Understand the impact of exercise on the body Encourage partners to work through a circuit Try and improve scores when completing circuits	Apply a refined understanding of passing, dribbling and moving to score points against another team Understand why the wrong pass will result in possession being lost Organise and manage the games	Perform with high energy Know what makes an excellent dancer – Make improvements to their own and other pupils' work Work hard to keep improving their performance	Locate points as a pair and return quickly Plan a route correctly Help a partner or another pair who find the task challenging Keep trying even if when not successful	Hit the ball on both sides of their bodies into space away from fielders Change batting approach depending on the game situation Umpire games fairly

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	placement/finesse) under match conditions. Work as a defensive unit, jockeying and intercepting safely. Understand positional roles, width, and transition from defense to attack.			Create dance sequences with sustained timing, rhythm and character prescence		Confidently score and umpire a game of pairs/mini-cricket game
	Gymnastics: mirroring	Invasion games: football			Net/ Wall: Badminton	Athletics: Throwing & Jumping
	Create a pair matching and mirroring sequence on apparatus Understand the difference between matching and mirroring Collaborate effectively with a partner Manage emotions when performing routines	Pass, move and shoot accurately and consistently Switch fluidly between attacking and defending as possession changes Officiate games Continue to follow the rules now that the games are competitive			Hit the shuttlecock over the next to the other side of the court consistently Identify strengths and weaknesses in own performance Compete fairly within the games Continue to try and improve own performance	Run, jump and/or throw correctly Identify who should compete in an event and explain why Evaluate peers Continue to try hard even when they are challenged
MFL	This is me	Homes and House	Playing Sport	My best day ever	Tapas culture	Let's celebrate
	Personal information Recall extended feelings from Stage 3 of language learning Recall key questions and answers about themselves **My personality** Learn adjectives to talk about personality My appearance Recall describing eyes and hair colour. **This is me!**	Learn nouns for rooms in a house Learn nouns for furniture in the house Read, say and write descriptive sentences Explore Spanish castles and new nouns associated with castles Play game using new language Follow a story about a castle then write own castle inspired story	Sports Join in a P.E warm up in Spanish Look at nouns for sports Look at the verb 'to play' Create extended opinions about sports (including reasons) Describing sports Read and understand information about sports. Write a step-by-step guide to playing a sport	**Funfair rides** Learn the nouns for rides in Spanish Learn descriptions of rides and apply these appropriately Express opinions of rides and funfairs **Daily routine** Learn some daily routine phrases **Telling the time** Learn the structure for telling time in Spanish, focusing on "o'clock" and "half past" My best day ever	**Tapas culture** Learn about the culture of going to tapas bars in Spain Learn vocabulary for food and drinks and express opinions about them Create a menu **At the tapas bar** Learn phrases to politely order food and drink at the tapas bar. Play games to familiarise with roleplay language and phrases Write and perform 'at the tapas bar' conversations	**Read All About It!** Explore the language of the text Practise reading the text Create and perform a presentation about themselves **Mocktail Party** Read and understand a mocktail recipe Write their own mocktail recipe instructions

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	Write a poem all about themselves. **My dreams** Sing along the 'Rocket song'. Learn job nouns in Spanish	Revisit personal information Explore prepositions as you answer: Where is the elf?		Understand a description of a day out at the funfair Plan and describe a funfair visit using time and routine phrases		**Scavenger Hunt** Take part in a scavenger hunt **Language Puzzle** Experience a lesson in another language: French!
Music	**Entertainment in Wartime Britain** Pupils explore popular music from the World War II era, including the swing and big band sounds of Glenn Miller. They sing "Hey Mr Miller", learn to play C Jam Blues on tuned percussion and keyboards, and develop improvisation skills while gaining an understanding of the historical importance of music during wartime and Swing Music.		**Samba / Carnival** Pupils explore the vibrant music of the Brazilian Carnival, learning about the history and cultural significance of samba music. They develop their performance skills by reading and performing basic samba rhythms, maintaining a rhythmic part within a round or canon, and recognising the instruments commonly used in a samba ensemble. Using a range of percussion instruments, pupils perform steady rhythms and work collaboratively to create layered musical textures. Inspired by Steve Reich's Clapping Music, they also compose and perform their own rhythmic patterns, developing their understanding of pulse, rhythm, structure and ensemble performance.		**Music Technology / Grime** Pupils explore how modern music is created using Digital Audio Workstations (DAWs) and learn to recognise the difference between live and digitally produced sounds. Using YuStudio projects, they develop music production skills by creating beats, loops and patterns while exploring the emergence of Grime in the early 2000s. Pupils learn how the genre was influenced by UK Garage, Dancehall, Reggae and Hip Hop, and how it became a powerful form of creative expression, shaping British music, culture and identity through technology, creativity and self-expression. Compare and contrast the Music from pre-wratime Britain with music today.	
Computing	**Communication and Collaboration** To explain the importance of internet addresses. To recognise how data is transferred across the internet. To explain how sharing information online can help people to work together. To evaluate different ways of working together Online.	**Web Page Creation** To review an existing website and consider its structure. To plan the features of a web page. To consider the ownership and use of images (copyright). To recognise the need to preview pages. To outline the need for a navigation path. To recognise the implications of linking to content owned by other people.	**Programming A – Variables in Games** To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use my design to create a project To evaluate my project.	**Introduction to Spreadsheets** To create a data set in a spreadsheet. To build a data set in a spreadsheet. To explain that formulas can be used to produce calculated data. To apply formulas to data. To create a spreadsheet to plan an event. To choose suitable ways to present data.	**Programming B - Sensing with Micro: bits** To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use an conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device. To develop a program to use inputs and outputs on a controllable device.	**3D Modelling** To recognise that you can work in three dimensions on a computer. To identify that digital 3D objects can be modified. To recognise that objects can be combined in a 3D model. To create a 3D model for a given purpose. To plan my own 3D model To create my own digital 3D model.

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	To recognise how we communicate using technology. To evaluate different methods of online communication.					
PS HE	Keeping / staying safe – water safety Being responsible - stealing Feelings and emotions - worry		Keeping / staying healthy – Alcohol and drugs Growing and changing - Conception Computer safety – Making friends online		A world without judgement – British values The working world – In app purchases First Aid – First Aid	
	Water Safety - Pupils should... • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident What I've Learnt - Pupils can... • confidently apply and justify strategies that help keep themselves and others safe in different environments • evaluate situations and respond responsibly when they or others may be at risk • clearly explain and justify the difference between safe and risky choices • take increasing responsibility for making safe decisions at home, at school and in the community Stealing - Pupils should... • explain what consent means • recognise the importance of being honest and not stealing • understand why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way What I've Learnt - Pupils can... • confidently demonstrate and justify responsible behaviours that support themselves and others in different environments • evaluate situations and respond appropriately when responsible choices are needed • clearly explain and justify the difference between responsible and		Alcohol and Drugs - Pupils should... • identify what is a risky choice • explain the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe • understand the difference between 'le gal' and 'illegal' drugs • identify the risks associated with using cannabis What I've learnt - confidently apply and justify healthy choices that support their own health and wellbeing • evaluate situations and influences that may affect their health and respond responsibly • clearly explain and justify the difference between healthy and unhealthy choices • take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others Conception - Pupils should... • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explore various different stages of pregnancy • understand the laws around consent What I've Learnt - Pupils can... • confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships • evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm • clearly explain and justify the difference between healthy and unhealthy relationship behaviours • take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others Making Friends Online- Pupils should... • list the key applications that we may use now and in the future • know and understand why some applications		British Values - Pupils should... • understand that there are a wide range of religions and beliefs in the UK • describe each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion What I've Learnt - Pupils can... • confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments • evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly • clearly explain and justify the importance of British values, including respect for different religions and beliefs • take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community In-App Purchases- Pupils should... • know and understand various money related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money What I've Learnt - Pupils can confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations • evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household • clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases • take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities	

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	irresponsible choices • take increasing responsibility for their actions and decisions at home, at school and in the community Worry - Pupils should... • recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school • explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change • apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school What I've Learnt - Pupils can... • confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways • evaluate situations and respond appropriately when emotions may affect their behaviour or relationships • clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others	have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online What I've learnt - confidently apply and justify strategies that help them use technology safely and responsibly in different environments • evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images • clearly explain and justify the difference between safe and risky choices when using technology and communicating online • take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community	First Aid Year 6 - Pupils should... • identify a range of situations that may require first aid • recognise how to support someone with a minor burn or scald • explain how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help What I've Learnt - Pupils can... confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations • evaluate situations and respond appropriately when someone may require first aid or urgent medical support • clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks • take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives