



# ROKESLY JUNIOR SCHOOL

Working hard, aiming high, learning together

## Year 6 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p><b><u>Number – number and place value</u></b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across zero</li> </ul> <p><b><u>Number – addition, subtraction, multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations</li> </ul>	<p><b><u>Number – addition, subtraction, multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• use the order of operations to carry out calculations involving the four operations</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> </ul> <p><b><u>Geometry – properties of shapes</u></b></p> <ul style="list-style-type: none"> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• illustrate and name parts of circles, including radius,</li> </ul>	<p><b><u>Number – fractions (Including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• divide proper fractions by whole numbers</li> <li>• associate a fraction with division and calculate decimal fraction equivalents</li> </ul>	<p><b><u>Ratio and proportion</u></b></p> <ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between</li> </ul>	<p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• use simple formulae</li> <li>• enumerate possibilities of combinations of two variables</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• calculate and interpret the mean as an average</li> </ul>	<p><b><u>Maths investigations using a range of topics across the curriculum.</u></b></p> <p>Problem solving challenges which develop strategies such as being systematic to prove all possible solutions have been found.</p>

	<p>and methods to use and why</p> <ul style="list-style-type: none"> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> </ul> <p><b><u>Number – fractions (Including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>use written division methods in cases where the answer has up to two decimal places</li> </ul>	<p>diameter and circumference and know that the diameter is twice the radius</p> <ul style="list-style-type: none"> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>recognise when it is possible to use formulae for area and volume of shapes</li> <li>calculate the area of parallelograms and triangles</li> </ul>	<ul style="list-style-type: none"> <li>recall and use equivalences between simple fractions, decimals and percentages</li> </ul> <p><b><u>Ratio and proportion</u></b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation of percentages and the use of percentages for comparison</li> </ul> <p><b><u>Number – fractions (Including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers</li> </ul>	<p>standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <ul style="list-style-type: none"> <li>convert between miles and kilometres</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>)</li> </ul>		
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<p><b>Science</b></p>	<p><b><u>Electricity</u></b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p><b><u>Light</u></b> Recognise that light appears to travel in straight lines.</p> <p>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>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b><u>Living things and their habitats</u></b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b><u>Evolution and inheritance</u></b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b><u>Evolution and inheritance (continued)</u></b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b><u>Animals including humans</u></b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>

<p><b>History</b></p>	<p><b><u>Aspect/Theme in British History</u></b>  <b><u>World War II</u></b>  <i>How were everyday lives affected by the war?</i></p> <p>First, explore the Blitz, what it was? when it happened? Why it happened?</p> <p>Through the exploration of a range of sources the children will look at a time of the WWII.</p> <p>Discuss whose war, was it? Learn about the Empire and why people who lived in these countries became involved.</p> <p>Explore life as an evacuee during an immersive day, learn about rationing, leaving home and family and learn through first-hand accounts of life during that time for children.</p> <p>Understand the impact and legacy of WWII for women.</p>	<p><b><u>Aspect/theme in British History</u></b>  <b><u>A 1000-year study – The Monarchy</u></b>  <i>How and why has the role of the monarch changed?</i></p> <p>Through the use of questions explore, what is a monarch? What do we know about monarchy? Where have you learnt about Kings and Queens?</p> <p>Develop understanding of the role of the monarch in the UK.</p> <p>Through interpreting the impacts of the past explore the Magna Carta and why it is important for the monarchy to not be above the law and the role of parliament.</p> <p>Looking at key monarchs of the past understand their role and legacy. Including, Henry VII, Queen Victoria, Queen Elizabeth I and II and Queen Anne.</p> <p>Explore the relevance of the monarchy in today's society.</p>	<p><b><u>Non-European Contrasting Civilisation</u></b>  <b><u>The Kingdom of Benin</u></b>  <i>What happened to the Benin civilisation? How do historians continue to build their knowledge about the Kingdom of Benin?</i></p> <p>Understand where Benin was and how the Benin Kingdom began. Learn how stories were told and shared amongst the Edo people and that the stories are mixed with facts from the past.</p> <p>Explore and understand what life was like for the Edo people in the Kingdom of Benin. Explore the legacy of the Benin Bronzes and what they teach about the past.</p> <p>Explore the trade links and how goods were traded.</p> <p>Learn how the Kingdom of Benin was destroyed and the legacy of the British.</p> <p>Explore the evidence that teaches us about Benin.</p> <p>Understand that learning about the past never ends.</p>
<p><b>Geography</b></p>	<p><b><u>Country Study (The Americas)</u></b>  <i>Why do people migrate and how does it affect the Americas and the UK?</i>  <i>How do populations differ from place to place?</i></p> <p>What are the Americas? Using a range of maps locate class countries (Canada, Ecuador and Trinidad and Tobago). Then to locate and add to world map Greenwich</p>	<p><b><u>A Contrasting Locality (Pendarren)</u></b>  <b><u>(overview)</u></b>  <i>What does my research tell me about this place?</i></p> <p>Use a range of maps to explore the geographical features within the areas.</p> <p>Look at the water course and how that changes the landscape of the area. Including waterfalls, valleys and mountains.</p>	<p><b><u>Climate</u></b>  <i>Why is our climate changing?</i>  <i>How does climate affect the way people live?</i></p> <p>Revise difference between climate and weather.</p> <p>Identify climate zones on a world map and why location in globe affects climate.</p> <p>To explore biomes.</p>

	<p>meantime, lines of longitude and latitude, tropic lines (revision from previous years).</p> <p>Compare and contrast the 3 class countries (population, climate, geographical features)</p> <p>Explore the push and pull factors of migration from class countries and the push and pull factors to the UK.</p> <p>What are the impacts of emigration from home countries?</p>	<p>Use question generators to create questions about the area; including Big Pit, the caves, mountains and canals.</p> <p>Researching the answers to the questions generated including the use of maps.</p>		<p>To use evidence to understand that our climate is changing and why.</p> <p>To explore in detail the impact of climate change in California and the rainforest. What are the long-term effects of climate change on the planet?</p>	
<p><b>RE</b></p>	<p><u>What does it mean to belong to a religion? Islam</u></p> <p>Areas of Enquiry: <b>B PRACTICES AND WAYS OF LIFE: Exploring</b></p> <p><b>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</b></p> <p><b>E Meaning, Purpose and Truth: Exploring</b></p> <p>Begin to understand how the Qur'an guides people to form beliefs.</p> <p>Investigate why might people question and adapt their beliefs.</p> <p>Explore Islamic beliefs and what are some Islamic beliefs about Allah.</p> <p>Learn what might the Shahadah represent?</p> <p>Understand what Salah is and how it affects Muslims.</p>	<p><u>How do people express their beliefs and identity?</u></p> <p>Areas of Enquiry: <b>C. Forms of expressing meaning Appreciating</b></p> <p><b>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</b></p> <p>This unit explores religions and beliefs employ signs, symbols and the arts to express aspects of human nature.</p> <p>Explore how people express their beliefs, identity and experiences using</p>	<p><u>What do people believe about life?</u> Areas of Enquiry: <b>A BELIEFS, TEACHINGS AND SOURCES: Interpreting</b></p> <p><b>E Meaning, Purpose and Truth: Exploring</b></p> <p>Children will use their previous learning focusing on what is important to them and some of the big questions of life arising from the life and teachings of Jesus. They will explore some of Jesus' parables exploring questions around miracles. Most children will have considered questions</p>	<p><u>How should we live and who can inspire us?</u> Areas of Enquiry: <b>B PRACTICES AND WAYS OF LIFE: Exploring</b></p> <p><b>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</b></p> <p><b>E Meaning, Purpose and Truth: Exploring</b></p> <p>Identify some of the characteristics of leadership and the leaders they know in their own lives.</p> <p>Through the Bible story of Moses and the Israelites identify some of Moses leadership qualities.</p>	<p><u>How do we make moral choices?</u> Areas of Enquiry: <b>A BELIEFS, TEACHINGS AND SOURCES: Interpreting</b></p> <p><b>F. VALUES AND COMMITMENTS: Evaluating</b></p> <p>This unit explores how religious and other beliefs affect approaches to moral issues (a) What are moral questions?  (b) What are the consequences of the moral choices we make?  (c) What people and</p>

	<p>Explore the significance of fasting within Ramadan.</p> <p>Make links to Hajj from previous learning.</p> <p>Explore stereotypes, prejudice and discrimination.</p> <p>Visit to local Mosque.</p>		<p>signs, symbols and the wider arts e.g. art, buildings, dance, drama, music, painting, poetry, ritual and story?</p> <p>Explore the street art of Port Talbot and how it brought a community together.</p> <p>Then why do some people of faith use the arts to represent certain things?</p> <p>Understand how and why universal symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs.</p>	<p>and belonging to the Jewish faith but they will now be introduced to these questions through Buddhism. They will look at key ideas and themes such as the circle of life, change and friends.</p> <p>Finally, they will focus on the feelings that people experience under pressure of change including birth, death, moving home, natural disasters and making and breaking friendships.</p>	<p>Debate the pros and cons of leaving a life the Israelites knew, even as slaves, and following Moses into an unknown future.</p> <p>Learn about the Israelites, the Pharaoh, the plagues and the freedom to worship.</p> <p>Reflect on the part played by Moses in the story and on his importance for Jews, Christians and Muslims.</p> <p>Explore how Moses can inspire us to lead and why we may follow people in our own lives</p>	<p>organisations help in making moral choices? The children will also look at a range of questions such as;</p> <p>How does what I do affect other people?</p> <p>(d) What rules and codes of behaviour help me know what to do?</p> <p>(e) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)</p> <p>(f) How do some stories from religions and beliefs and the example set by some people show me what to do?</p>
<p><b>Computing</b></p>	<p><b><u>Online Safety</u></b> What does media balance mean for me?</p> <p><b><u>Computing Systems &amp; Networks - Internet Communication</u></b> Identify how to use a search engine</p>	<p><b><u>Online Safety</u></b> What is cyberbullying and what can you do to stop it?</p> <p><b><u>Website design- using HTML</u></b> Explore using HTML basic</p>	<p><b><u>Online Safety</u></b> What are the important parts of an online news article?</p> <p><b><u>Programming Unit A - Variables Scratch Games 2</u></b> Write algorithms which use everyday variables</p>	<p><b><u>Online Safety</u></b> What is clickbait and how can you avoid it?</p> <p><b><u>Data &amp; Information - Microsoft Excel or Google Sheets</u></b> Create a data set in a spreadsheet</p>	<p><b><u>Online Safety</u></b> How do gender stereotypes shape our experiences online?</p> <p><b><u>Stop Frame Animation</u></b> Explore what animation is and how it works</p> <p>Plan a short animation</p>	<p><b><u>Online Safety</u></b> How do you keep online friendships safe?</p> <p><b><u>3D Modelling – Tinkercad</u></b></p>

	<p>Investigate how search engines select results</p> <p>Explore how search results are ranked</p> <p>Explore why the order of results is important, and to whom</p> <p>Recognise how we communicate using technology</p> <p>Evaluate different methods of online communication</p>	<p>Plan and create a website. Develop a website</p> <p>Modify a website</p>	<p>Test predictions and make changes to the code</p> <p>Plan and write algorithms for sections of code</p> <p>Use algorithms to code a game</p> <p>Test and debug a program while coding</p>	<p>Build a data set in a spreadsheet. Explore how formulas are used to produce calculated data</p> <p>Applying formulas to data, including duplicating</p> <p>Create a spreadsheet to plan an event</p> <p>Choose suitable ways to present data</p>	<p>Create a stop frame animation</p> <p>Film a stop frame animation</p>	<p>Create and manipulate three-dimensional (3D) digital objects</p> <p>Explore how digital 3D objects can be modified</p> <p>Investigate how objects can be combined in a 3D model</p> <p>Create a 3D model for a given purpose</p> <p>Plan my own 3D model</p> <p>Create a digital 3D model</p>
<b>Art/D&amp;T</b>	<p><b><u>Art: Drawing</u></b> Develop line and shape techniques to draw the outline of a figure. Use crayon or chalk to complete the artwork in the style of Henry Moore.</p> <p>Apply line and shape techniques to draw a figure in proportion (static figure and figure in motion).</p> <p>Apply line, shape and tonal mark-making techniques when</p>	<p><b><u>D&amp;T: Structures</u></b> Design a container to hold a treasured item (based on a brief) that is fit for purpose aimed at a certain audience.</p> <p>Make a box using a net to hold a treasured item.</p> <p>Explore how lids work.</p> <p>Explore ways of organising a container.</p> <p>Draw own conclusions about existing</p>	<p><b><u>D&amp;T: Cooking and nutrition</u></b> Demonstrate an understanding of the importance of seasonal food locally produced food.</p> <p>Understand the purpose and function of nutrients.</p> <p>Understand where food comes from.</p> <p>Understand about food preparation, cooking and nutrition.</p>	<p><b><u>Art: Sculpture/paint</u></b> Use line and shape to create a drawing of a South American rainforest animal.</p> <p>Develop form and texture to create a South American rainforest animal using papier-mâché.</p> <p>Apply techniques to paint the base colour of a sculpture and to add detail using a range of brushes.</p>	<p><b><u>Art: Animation</u></b> Understand what animation is and how it works.</p> <p>Plan a short animation using a storyboard based on a specific theme.</p> <p>Create all the props necessary for a stop frame animation.</p> <p>Film a stop frame animation.</p>	<p><b><u>D&amp;T: Textiles</u></b> Design a coaster (based on a brief) that is fit for purpose aimed at a certain audience.</p> <p>Develop weaving skills influenced by African textile designs.</p> <p>Apply weaving skills to make a coaster.</p> <p>Draw own conclusions about existing products based on functionality and aesthetic qualities.</p>

	<p>drawing a figure (standing, in motion or sitting). Then add clothing to the figure using Jordan Casteel as inspiration.</p> <p>Provide a reasoned evaluation of both own and professionals' work which takes account of the starting points, intentions and context behind the work. Know the formal elements (colour, line, tone, shape, form, texture and pattern) off by heart and refer to these using descriptive vocabulary when talking about own work or the work of others.</p> <p>Artists: Henry Moore and Jordan Casteel</p>	<p>products based on functionality and aesthetic qualities. Analyse products considering different users. Use other people's views and self-evaluation to adapt the design of a product.</p> <p>Designer: William Morris and Robinsson Cravents</p>	<p>Research a chef and state how they have inspired others.</p> <p>Make savoury herbed pumpkin muffins using locally produced food.</p> <p>Make apple cookies using locally produced food.</p> <p>Self-evaluate dishes and suggest areas for improvement.</p> <p>Chef: Civan Er</p>	<p>Provide a reasoned evaluation of both own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Artist: Nixiwaka Yawanaw and John Dyer</p>	<p>Provide a reasoned evaluation of both own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Animators: Reiko Okuyama (Japanese animation), Will Becher (A Shaun the Sheep Movie), Henry Selick (James and the Giant Peach/ Coraline) and Nick Park (Wallace and Gromit)</p>	<p>Analyse products considering different users. Use other people's views and self-evaluation to adapt the design of product.</p> <p>Designer: Nike Davies-Okundaye</p>
<b>PE</b>	<p><b><u>Tennis</u></b> Develop the forehand groundstroke</p> <p>Return the ball using a backhand groundstroke</p> <p>Develop the volley and understand when to use it</p>	<p><b><u>Gymnastics</u></b> Develop the straddle, forward and backward roll</p> <p>Develop counter balance and counter tension</p> <p>Perform inverted movements with control</p>	<p><b><u>Hockey</u></b> Develop dribbling to beat a defender</p> <p>Choose when to pass and when to dribble Develop receiving the ball with control</p> <p>Move into space to support a teammate</p>	<p><b><u>Tag rugby</u></b> Understand when to run and when to pass</p> <p>Use the forward pass and offside rules Introduce the tagging rule and apply to game situations</p> <p>Developing dodging skills to lose a defender</p>	<p><b><u>Athletics</u></b> Identify a suitable pace for events</p> <p>Develop their own and others sprinting technique</p> <p>Develop power, control and technique for the triple jump</p>	<p><b><u>Rounders</u></b> Develop the bowling action and understand the role of the bowler</p> <p>Develop batting technique</p> <p>Make decision about where and when to send the ball to stump a batter out</p>



<p>Develop the accuracy of the underarm serve</p> <p>Learn to use the official scoring system</p> <p>Work co-operatively with a partner Employ tactics to outwit an opponent</p> <p><b><u>Dance</u></b> Copy and repeat a dance phrase showing confidence in movements</p> <p>Work with others to explore and develop the dance idea</p> <p>Use changes in dynamics in response to a stimulus</p> <p>Demonstrate a sense of rhythm and energy when performing bhangra style motifs</p> <p>Perform a bhangra dance showing an awareness of timings, formation and direction</p> <p>Select, order, structure and perform movements showing</p>	<p>Perform the progressions of a headstand and a cartwheel</p> <p>Use flight from hands to travel over apparatus</p> <p>Create a group sequence using formations and apparatus</p> <p><b><u>Basketball</u></b> Develop protective dribbling against an opponent</p> <p>Move into an create space to support a teammate</p> <p>Choose when to pass and when to dribble</p> <p>Track an opponent and use defensive techniques to win the ball</p> <p>Develop technique to increase accuracy when scoring</p> <p>Apply principles, rules and tactics to game situations</p>	<p>Develop tackling to gain possession of the ball</p> <p>Apply rules, skills and principles in game situations</p> <p><b><u>Dance</u></b> Develop a dance phrase using actions, dynamics, space and relationships</p> <p>Copy and create actions with consideration to stimulus</p> <p>Use choreographic devices to improve the aesthetics of a performance</p> <p>Copy and repeat a phase of movements in the 1970s disco style</p> <p>Choreograph a freeze frame montage in the 1970s style</p> <p>Use feedback to develop and refine a 1970s dance</p>	<p>Develop drawing defence and moving towards goal</p> <p>Apply rules, skills and tactics to game situations</p> <p><b><u>OAA</u></b> Build communication and trust whilst showing an awareness of safety</p> <p>Work as a team to solve problems</p> <p>Develop tactical planning and problem solving</p> <p>Work as a team use critical thinking to determine the best approach</p> <p>Develop navigational skills and map reading</p> <p>Use a key to identify objects and locations</p>	<p>Develop power, control and technique when throwing for distance</p> <p>Develop throwing with force and accuracy for longer distances</p> <p>Work collaboratively to develop officiating skills of measuring, timing and recording</p> <p><b><u>Dodgeball</u></b> Apply rules honestly and fairly in game situations</p> <p>Develop throwing at a moving target</p> <p>Use timing, balance and agility to avoid being hit</p> <p>Develop catching under pressure</p> <p>Select and apply tactics in a game</p> <p>Develop officiating skills</p>	<p>Develop a variety of fielding techniques and when to use them in a game</p> <p>Develop long and short barriers in fielding and understand when to use them</p> <p>Apply rules and skills in game situations</p> <p><b><u>Swimming</u></b> Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Perform safe self-rescue in different water-based situations</p>
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	various group formations					
<b>PSHCE</b>	<p><b><u>Living in the Wider World</u></b> Identify goals and worries for the year ahead</p> <p>Understand universal rights for children</p> <p>Understand how my actions can affect people on a global scale</p> <p>Identify reasons why people may migrate</p> <p>Understand that all humans, including children, have rights</p> <p>Empathise with the difficulties of homelessness</p>	<p><b><u>Relationships</u></b> Resolve disputes and conflict through negotiation and compromise</p> <p>Recognise how information in the media and online can affect how people feel about themselves</p> <p>Identify long term goals and how to work towards them</p> <p><b><u>Health and Wellbeing</u></b> Reflect on skills already developed to identify and respond to difficult situations Understand and plan for a healthy lifestyle</p> <p>Use mindfulness to manage emotions</p>	<p><b><u>Living in the Wider World</u></b> Compare different ways to pay for goods</p> <p>Understand why people choose and use different personal bank accounts</p> <p>Suggest ways of keeping money safe when using the internet and how to avoid online scams</p> <p>Use simple financial information to plan and manage a simple budget</p> <p>Understand that the choices you make about work and money will affect their lives</p>	<p><b><u>Health and Wellbeing</u></b> Gain knowledge about vaccinations</p> <p>Learn about some of the risks and effects of legal and illegal drug use</p> <p>Learn about the reasons why people use drugs; managing situations and peer influence</p> <p>Learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p> <p>Judge whether something online is safe and helpful for me</p> <p>Use technology positively and safely to communicate with friends and family</p>	<p><b><u>Relationships</u></b> Understand what we mean by respect and why it is important</p> <p>Understand that respect is two-way and how we treat others is how we can expect to be treated</p> <p>Explore other people's attitudes and ideas and to begin to challenge these</p> <p>Understand stereotypes and share information on them</p> <p>Resolve disputes and conflict through negotiation and compromise</p> <p>Begin to understand the process and emotions relating to grief.</p>	<p><b><u>Relationships</u></b> Consider puberty and reproduction</p> <p>Explore the importance of communication and respect in relationships</p> <p>Consider different ways people might start a family</p> <p>Explore positive and negative ways of communicating in a relationship</p> <p>Know we all have the right to be safe</p>
<b>Music</b>	<p>Introducing Physical Rhythm</p> <p>Developing More Complex hand clapping</p> <p>Introducing body percussion</p>	<p>Introducing Winter Celebrations</p> <p>Developing Vocal techniques</p> <p>About phrasing and structure</p>	<p>Introducing the theme/topic</p> <p>Investigate the chosen composer and piece/ (s)</p> <p>Begin to learn to play an excerpt from that piece</p>	<p>Introducing the topic and the songs studied</p> <p>Clear diction and articulation</p> <p>The importance of balanced accompaniments</p>	<p>What are the lyrics and how can they reflect a mood or story?</p> <p>Creating moods through lyric writing</p>	<p>Reintroducing the topic for our performance</p> <p>Putting the new plan into action</p> <p>Refining the new plan</p>

	<p>Rehearsing and performing your chosen body percussion activity as part of a class layered pattern</p> <p>Physical rhythm- examples-creating a 'junk' band Creating partner/group body percussion piece</p> <p>Rehearsing and performing our junk band and body percussion</p>	<p>Extending your control and understanding of pitch</p> <p>How to improve tone production diction and aural memory</p> <p>How to make expressive use of your voice</p> <p>Final performance preparations</p>	<p>Theory and fundamentals</p> <p>Creating a class performance</p> <p>Rehearsing the Class Ensemble</p> <p>Performing a group piece of Classical Music</p>	<p>Rehearsal techniques and expression</p> <p>Stage Directions</p> <p>Performance</p>	<p>How lyrics can be generated and organised</p> <p>Completing the lyrics</p> <p>Putting the songs together Performance</p>	<p>Assessing the new plan</p> <p>Dress rehearsal</p> <p>Final performance preparations</p>
<b>French</b>	<p><b><u>Our School</u></b> Telling the time- read and say half past the hour clock times. Places in our school- sentences about school. Tour of our school- use words/phrases to label a map of the school. School times and subjects- describe the structure of the school day using key vocabulary. Break time- describe school activities. School diary- writing about the school days</p>	<p><b><u>Our World</u></b> World map- name the different continents and oceans. Famous rivers and continents- name and locate famous rivers on a map. Reading and answering questions. Describing the weather in different countries and continents. Describing a journey.</p>	<p><b><u>Creating a café</u></b> Revisit vocabulary for food and drinks. Describing what you have ordered- past tense verb forms. Create a menu for a café and expressing preferences for food and drinks.</p>	<p><b><u>Then and Now</u></b> Recognise key places in a town. Numbers up to 39 and multiples of 10 up to 100. Names of shops and places in a town. Identifying signs, symbols and famous landmarks. Past and present tense.</p>	<p><b><u>At the Theme Park</u></b> Comparing aspects of entertainment in England and France. Numbers up to 100. Giving opinions about films. Conduct an interview. Multimedia presentation.</p>	<p><b><u>What's in the News?</u></b> Comparing English and French sources of news. News sources- read, identify and compare different types of news. Express a spoken opinion about the news. Participate in a simple conversation about TV programmes. News stories- read and understand the gist of a news story. We are journalists- write an article.</p>

