YEAR 6

<table>
<tr><th></th><th colspan="2">AUTUMN</th><th colspan="2">SPRING</th><th>SUMMER</th></tr>
<tr><td>Theme</td><td>Up the Iron (local history) – including Electricity
(11 weeks)</td><td>Why is our Christmas like it is?
(2 weeks)</td><td>Light
(3 weeks)</td><td>Ancient and Modern Greece
(9 weeks)</td><td>Coast to Coast –
living things, animals, evolution and inheritance
(13 weeks)</td></tr>
<tr><td rowspan="2">Science</td><td colspan="2">Electricity
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram</td><td colspan="2">Light
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</td><td>Living things and their habitats
- 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

Animals including humans
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</td></tr>
<tr><td colspan="5">Working scientifically
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.</td></tr>
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History	**NC: Local history Study:** Scunthorpe Steelworks • **Victorian Britain: 1837 – 1901** • **Industrial Revolution: 18th century to mid-19th century** **Cause and Consequence: How did the industrial revolution impact Scunthorpe?** • Chronology – Where does this fit in within world history? • Chronology – Where does this fit in within British history? • Know what the Industrial Revolution was and some inventions of the time; understand how these inventions have had an impact on us today • Know why the workhouse came into existence and the impact Dr Bernardo had upon them • Know the history of Scunthorpe and how it grew • Understand the significance of Rowland Winn and his impact on the growth of Scunthorpe • Explain how the continuation of the revolution has changed Scunthorpe from then to now **VOCABULARY** Past, present, future, decade, century, time period, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, time period, short-term, long-term Victorians, Industrial revolution, inventions, industry, workhouses, cause, consequence, change, compare, primary sources, secondary sources, agriculture, population, development, machinery, transport **Cause and Consequence: Why is our Christmas like it is?** • Chronology – Where does this fit in within world history? • Chronology – Where does this fit in within British history? • Know what happened at Christmas in the Victorian Era • Compare Victorian Christmas to modern day Christmas • Know the history of Christmas • Understand the cause and consequences brought about by the Industrial Revolution • Understand Prince Albert's contribution to modern day Christmas **VOCABULARY** past, present, future, decade, century, time period, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, time period, short-term, long-term traditions, industrialisation, technology, society	**NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world** and **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** • the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day • Archaic Period - 800 BC - 480 BC • Classical Golden Age – c480BC to 323BC • Hellenistic period – 323BC to 30BC **Significance: Where can we see the influence of Ancient Greece on our world and Britain today?** • Chronology – where Ancient Greece fits within world history • Identify key features of Greece and its location • Know why the location of Ancient Greece was significant and how it contributed to successful invasions and expansion of the empire • Know why the Battle of Marathon is significant • Understand that Ancient Greece consisted of city states • Know similarities and differences between Athens and Sparta • Infer information about what life was like in Ancient Greece from artefacts such as pottery and statues • Infer information about what life was like from archaeological sites such as temples, theatres, etc • Understand the importance of the Olympics and what they tell us about the Ancient Greeks • Understand the legacy of Greek myths and legends and what can be learned from them • Know why Alexander the Great is significant • Understand the impact Ancient Greece has had on our schools today, our language, our buildings/architecture and government. • Understand why Ancient Greece's success came to an end **VOCABULARY** chronology, BCE, CE, concurrent, chronological, duration, interval, scale civilisations, western world, city state, democracy, elect, The Ekklesia, The Boule, The Dikasteria, olympics, depiction, modern, impact, legacy	

HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- note connections, contrasts and trends over time

- **use dates and historical language in their work**
- **say where a period of history fits on a timeline**
- trace the main events that define Britain's journey from a mono to a multi-cultural society

- **draw a timeline with different time periods outlined which show different information (such as, periods of history, when famous people lived, etc.)**
- **summarise the main events from a specific period in history, explaining the order in which key events happened**

Interpreting the Past

- look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- suggest why there may be different interpretations of events
- help pupils understand both the long arc of development and the complexity of specific aspects of the content

Historical Enquiry and Using Sources

- regularly address and sometimes devise historically valid questions
- appreciate how historical artefacts have helped us understand more about British lives in the present and past
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

KEY CONCEPTS

- **Continuity and Change**: Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence**: Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference**: Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance**: Identify historically significant people and events in situations

Geography	Up the Iron	Ancient and Modern Greece	Coast to Coast
	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time** **- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** **- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies** *(-explain scale and use maps with a range of scales)* *(-choose the best way to collect information needed and decide the most appropriate units of measure)* *(-make careful measurements and use the data)* *(-use OS maps to answer questions)* *(-use maps, aerial photos, plans and web resources to describe what a locality might be like)* *(-explain how human activity has caused an environment to change)* ***(-analyse population data on two settlements and report on findings and questions raised)***	**- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** **- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America** **- describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** **- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** *(-collect information about a place and use it in a report)* ***(- plan a journey to a place in another part of the world, taking account of distance and time)*** *(- work out an accurate itinerary detailing a journey to another part of the world)* *(- begin to recognise the climate of a given country according to its location on the map)* *(-use maps, aerial photos, plans and web resources to describe what a locality might be like)* *(- give an extended description of the human features of different places around the world)*	**- locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** **- name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time** **- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <u>the Prime/Greenwich Meridian and time zones (including day and night)</u>** **- describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** **- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** **- use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** ***(-locate the USA and Canada on a world map and atlas and oceans and seas)*** *(-give extended descriptions of the physical features of different places around the world)* *(-describe how some places are similar and others are different in relation to their human features)* ***(-plan a journey to another part of the world which takes account of time zones)*** *(-describe how some places are similar and others are different in relation to their physical features)*

Computing	**Computer Science – Variables in games** *Understand what a variable is and identify their uses. Include variables in a game.* - define a 'variable' as something that is changeable - explain why a variable is used in a program - choose how to improve a game by using variables - design a project that builds on a given example - create a project using variables - evaluate projects	**Digital Literacy Flat-file databases (Data handling)** *Understand how a flat-file database can be used to organise data in records, use tools within a database to order and answer questions and create graphs and charts.* - use a form to record information - compare paper and computer-based databases, recognising fields and records - outline how grouping and then sorting data allows us to answer questions - explain that tools can be used to select specific data - explain that computer programs can be used to compare data visually - apply my knowledge of a database to ask and answer real-world questions	**Computer Science – Sensing** *Combining all four programming constructs introduced in KS2, pupils program a physical device (micro:bit) incorporating sequence, repetition, selection and variables.* - create a program to run on a controllable device - explain that selection can control the flow of a program using an 'if, then, else' statement - update a variable with a user input - use a conditional statement to compare a variable to a value - design a project that uses inputs and outputs on a controllable device - develop a program to use inputs and outputs on a controllable device
	Key vocabulary: variable, value, name, changeable, set, *event, algorithm, bug, debug*	**Key Vocabulary: database,** *data,* data set, **record, field***,* sort, *order, group*, *table, graph, value*	**Key vocabulary: variable, value,** name, changeable, set, *event, algorithm, bug, debug, input, output, USB, selection, condition,* random, accelerometer, operand
	Digital Literacy; Systems and Networks - Communication *Recognise the World Wide Web as a communication tool, understand how search engines work and how results are ranked and compare methods of internet communication.* - identify how to use a search engine and how to refine searches - describe how search engines select results and the role of web crawlers in creating an index - explain how search results are ranked - recognise why the order of results is important, and to whom - recognise how we communicate using technology - evaluate different methods of online communication	**Digital literacy- Artificial Intelligence (AI)** *Know what AI is and evaluate its use. Apply principles of machine learning.* - understand the terms 'AI' and 'machine learning' - explore the uses of AI - develop a machine learning model to classify two types of objects - identify that bias can appear in a data set - design a machine that uses AI - create a machine learning model that achieves the objectives of their project - recognise the benefits and risks of AI to themselves and society	**Digital literacy – Webpage creation** *Work in small groups to create a website using Google Sites, paying specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.* - review an existing website and consider its structure, recognising they are written in HTML code - plan the features of a web page - consider the ownership and use of images (copyright) - recognise the need to preview page - outline the need for a navigation path - recognise the implications of linking to content owned by other people
	Key vocabulary: search engine, refine, index, **crawler**, bot, **ranking,** optimisation, *World Wide Web, internet, selection, network, email,* SMS, blog, *copyright*	**Key Vocabulary: artificial intelligence (AI),** machine learning, generative AI, bias, *classify, neural network, computer vision*	**Key Vocabulary: *website*, webpage, browser, hyperlink** *World Wide Web*, HTML (Hypertext Markup Language), header, *media, copyright,* fair use, home page, subpage, external link, embed

	Online Safety **Covered in NCCE units* I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. *I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. *I can explain how search engines work and how results are selected and ranked. *I can explain how to use search technologies effectively. *I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.* *I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can identify, flag and report inappropriate content. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can describe the difference between online misinformation and dis-information. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. *I can demonstrate the use of search tools to find and access online content which can be reused by others. *I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Music	Listen & Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language confidently and with understanding to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise / understand /explain /give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.	1. Find and internalise the pulse on your own and with ease. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5.Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself.	1. Continue to play a classroom instrument (or band instrument) as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.	Compose a section of music that can be added to a performance of a song. 1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with accuracy. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	Sketchbooks
		Pencils, charcoals, wax, crayons, pastels, chalk, pens	*Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)*	*Rubbings, relief, monoprints, wood, objects (hard and soft)*	*Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique*	*Materials, papers, objects, textures, colours*	*Computers, tablets, photography, art packages*	
	- make a record about the styles and qualities in their work - say what their work is influenced by - include technical aspects in their work, e.g. architectural design	- communicate emotions and a sense of self with accuracy and imagination - explain why they have combined different tools to create their drawings - explain why they have chosen specific drawing techniques - use simple perspective in their work using a single focal point and horizon - show an awareness of composition, scale and proportion	- explain what their own style is - use a wide range of techniques in their work - explain why they have chosen specific painting techniques - use harmonic and complementary colours to impact their work	- overprint using different colours - look very carefully at the methods they use and make decisions about the effectiveness of their printing methods - work into prints with a range of media e.g. pens, stitch, paint	- create models on a range of scales - create work which is open to interpretation by the audience - include both visual and tactile elements in their work	- justify the materials they have chosen - combine pattern, tone and shape - add / use collage to a painted, printed or drawn background / foreground	- use software packages to create pieces of digital art to design - create a piece of art which can be used as part of a wider presentation	- use detailed notes, and quotes explaining about items - compare their methods to those of others and keep notes in their sketch books - combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books - adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books
Vocab	Portrait Landscape Vertical Horizontal	Techniques		Overprint	Models Scale Interpretation Audience Elements	Combine Pattern Tone Shape		Quotes Commercial Aspects Qualities Influenced

DT	Up the Iron – local history	Ancient & Modern Greece	Coast to coast
	Construction **Bridge**	**Cooking & Nutrition** **Making bread (Chartwells)**	**Construction** **Wind Turbine**
	DESIGN ➔ MAKE ➔ EVALUATE - combine modelling and drawing to refine ideas, use a range of information (inc. market research) to inform their design - develop a design specification - explore, develop and communicate aspects of their design proposal by modelling their ideas in a variety of ways (inc. using a computer) - plan the order of their work, choosing appropriate materials, tools and techniques - draw plans which can be read/followed by someone else - give a report using correct technical vocabulary - follow and refine their plan if necessary - use tools and materials precisely - test and evaluate their final product, is it fit for purpose, how to improve it, check product meets all design criteria		
	- use a hand drill to drill tight and loose fit holes - cut strip wood, dowel and square section wood accurately to 1cm - cut accurately and safely to a marked line - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - choose an appropriate sheet material for a purpose - hide joints so as to improve the look of their product	- know how food is processed into ingredients that can be eaten or used in cooking - select and prepare foods for a particular purpose - know how to use a range of techniques such as mixing, spreading, kneading and baking - know different food and drink contain different substances (nutrients, water and fibre) that are needed for health - cut and shape ingredients using appropriate tools and equipment - adapt recipes to change appearance, taste, texture and aroma	- incorporate a light, motor and a switch into a model - use different kinds of circuits in their product - cut accurately and safely to a marked line - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - use CAD to design a wind turbine blade (print and test a sample piece on 3D printer) - apply their understanding of crumble to program, monitor and control their product (make the blades turn, attach lights / sparkles to show if the blades are on or off)

Voc	Construction	Cooking & Nutrition
	Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, spindle, driver, follower, ratio, transmit	ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

RE	Up the Iron	Ancient and Modern Greece		Coast to Coast
	Do you have to believe in God to be good? *Believing, Living, Thinking*	**Life Journey – Hinduism and Islam** *Living*		**Life Journey – Christianity** *Living*
	Opportunity to study Buddhism/ Humanism/ atheism and explore e.g. issues of social justice	How do Hindus and Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity		How do Christians show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Amrit in Sikhism
	This unit builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.	*This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.* *In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.*		*This unit looks back at autumn, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.* *In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.*
Vocab	nirvana/nibbana Middle way Buddha (enlightened one) Enlightened Dukkha (truth of suffering) Noble truths Three poisons Eightfold path Atheist Agnostic	**Hinduism** Samskaras (rites that mark the passage from one phase of life to the next) Birth (namakarana and jatakarma – naming ceremony and welcome ceremony) Initiation (upanayana – sacred thread ceremony) Marriage (vivaha) Death (antyeshti)	**Islam** Adhaan (call to prayer) Mahr (financial gift given to the bride) Nikah (marriage ceremony)	Confirmation (chrismation in Orthodox tradition) Sacrement Trinity Incarnate

PSHE	**Bullying** - Know what homophobia and sexting are. - Children can training as buddies / cyber mentors. - Develop lessons that teach about bullying, these can be taught by the pupils to younger classes/in assembly. **Exploitation / Prevent** - CSE lessons looking at Duluth Power and Control Wheel and friendships. - Childline. - Grooming.	**Relationships and Sex Education** - Know that some relationships can be harmful. - Understand the families importance for bringing up a baby. - Know how to say 'no' to someone without hurting their feelings. - Discuss what to do if their family doesn't see things the way they do. - Know not to believe everything they see on TV. - Understand what contraception is and does including preventing STIs. - Know what HIV is and how they can protect themselves from it. RSE Objectives covered by 'Big Talk' - Understand the similarities and differences of people's bodies. - Understand that all families are different (2 dads, live with Dad and Step-mum). - Recognise the important relationships in their lives now. - Know what love is and how people show love to one another. - Know that a man can love another man and a woman can love another woman. - Understand what puberty is, how boys and girls bodies grow differently and why (height, voice, hair, periods) - Recognise feelings that come with puberty including sexual feelings. - Mood swings - Know that 2 adults who love each other, make love. - Understand that babies are made from an ovum (egg) and sperm. - Understand how a woman's body changes when pregnant, how a baby grows and is born. - Know that girls can use tampons and pads to manage their periods. - Know how to keep their self safe and what to do if someone wants them to do something dangerous, wrong or makes them feel uncomfortable - Know their trusted adults. **Feelings and Emotions** - Know what these mean-rejection, intimidation, arrogance, love. - Understand that they can use their feelings in a positive way. - Continue work on visualisation, relaxation & calming techniques & how to use them in the SATs and times of transition.	**Drugs, Alcohol and Tobacco** - Know how drugs affect people and what it means to be 'under the influence', to be 'hooked' and to 'be clean'. - Discuss why it can be hard to keep to the Golden Rules. - Understand that it is important to resist pressure and to say 'No' if they don't want to do something. - Find a variety of ways to cope with peer preference. - Debate drug and alcohol laws. **Healthy Lifestyles** - Identify ways to cope with stress including exercise, sleep and a good diet. - Keeping Safe in the community – develop a safety snakes and ladders game for younger people to play. - First Aid.

PE	Gymnastics	Dance	Football Y5/6	Tag Rugby Y5/6	Athletics	Handball Y5/6
	-To be able to develop the straddle, forward and backward roll. -To develop counter balance and counter tension. -To be able to perform inverted movements with control. -To be able to perform the progressions of a headstand and a cartwheel. -To be able to use flight from hands to travel over apparatus. -To be able to create a group sequence using formations and apparatus.	-To copy and repeat a set dance phrase showing confidence in movements. -To work with others to explore and develop the dance idea. -To use changes in dynamics in response to the stimulus. -To demonstrate a sense of rhythm and energy when performing bhangra style motifs. -To perform a bhangra dance, showing an awareness of timing, formations and direction. -To select, order, structure and perform movements in a bhangra style, showing various group formations. -To develop a dance phrase using actions, dynamics, space and relationships. -To copy and create actions with consideration to story using a prop to enhance the idea. -To use choreographing devices to improve how the performance looks. -To copy and repeat a phrase of movement in the 1970s disco theme. -To use feedback to develop and refine a 1970s dance performance.	-To develop balancing and understand the importance of this skill. -To pass the ball accurately to help to maintain possession. -To use different turns to keep the ball away from defenders. -To develop defending skills to gain possession. -To develop goalkeeping skills to stop the opposition from scoring. -To be able to apply the rules and tactics you have learnt to play in a football team.	-To develop attacking principles, understanding when to run and when to pass. -To be able to use the 'forward pass' and 'offside' rules. -To be able to play games using tagging rules. -To develop dodging skills to lose a defender. -To develop drawing defence and understanding when to pass. -To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	-To work collaboratively with a partner to set a steady pace. -To develop your own and others sprinting technique. -To develop power, control and technique for the triple jump. -To develop power, control and technique when throwing for distance. -To develop throwing with force and accuracy for longer distances. -To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	-To develop a variety of passes and know when to use each to help to maintain possession. -To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. -To use defending skills to stop an opponent from scoring. -To select and apply the appropriate skill to score goals. -To use defensive skills to gain possession. -To maintain possession under pressure.

	Hockey Y5/6 -To develop dribbling to beat a defender. -To develop sending the ball using a push pass -To develop receiving the ball with control. -To be able to move into space to support a teammate. -To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. -To apply the rules and skills you have learnt to play in a hockey tournament.	**Basketball Y5/6** -To develop protective dribbling against an opponent. -To move into and create space to support a teammate. -To choose when to pass and when to dribble. -To be able to track an opponent and use defensive techniques to win the ball. -To develop technique to increase accuracy when scoring. -To apply principles, rules and tactics to a game situation.	**Fitness Y5/6** -To develop an awareness of what your body is capable of. -To develop speed and stamina. -To develop strength using my own body weight. -To develop co-ordination through skipping. -To perform actions that develop agility. -To develop control whilst balancing.	**OAA** -To build communication and trust whilst showing an awareness of safety. -To work as a team to solve problems, sharing ideas and collaborating with one another. -To develop tactical planning and problem solving. -To share ideas and work as a team to solve problems. -To develop navigational skills and map reading. -To use a key to identify objects and locations.	**Rounders Y5/6** -To develop the bowling action and understand the role of the bowler. -To develop batting technique. -To make decisions about where and when to send the ball to stump a batter out. -To develop a variety of fielding techniques and when to use them in a game. -To develop long and short barriers in fielding and understand when to use them. -To apply the rules and skills you have learnt to play in a rounders tournament,	**Tennis** -To develop the forehand groundstroke. -To be able to return the ball using a backhand groundstroke. -To develop the volley and understand when to use it. -To develop the volley and use it in a game situation. -To develop accuracy of the underarm serve. -To learn to use the official scoring system. -To work co-operatively with a partner and employ tactics to outwit an opponent.
LANGUAGES	**Actions – Les actions** - recognise past tense verbs and say some perfect past tense sentences - understand and use some of the adverbs from the unit - recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions - develop knowledge of sentences in French and use model sentences to make new ones		**The Future – Le futur** - change simple adjectives appropriately to match the gender and number of the noun - form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question and Answer screens as prompts - write and perform a role-play, incorporating basic future tense sentences - discuss the effect of certain words in the unit's story when prompted		**In France – En France** - build sentences in the perfect past tense about what they have eaten using a model to help - follow and understand the main points and some of the detail from the recipe - prepare and present a short presentation with little or no help - take part in oral activities with little help - ask questions unprompted in the second person singular using the correct intonation - recognise and understand that "on" has several meanings in French	