Ecclesfield Primary School Long Term Plan 2025 Year Group: Y6

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number and place value: Place value to 10,000,000 Rounding whole numbers to 10, 100 and 1000 Negative numbers (in context) Negative numbers (more abstract) Add whole numbers with more than 4 digits (decimals to 3 d.p. included) Subtract whole numbers with more than 4 digits (decimals to 3 d.p. included) Addition and subtraction inverse Multi Step +/- problems including reasoning Number: factors, primes, multiples, squares and Cubes Multiply 4 digits by 1 digit Multiply 2 digits (area model) Multiply 2/3/4 digits by 2 digits Divide 4 digits by 1 Divide with remainders Division using factors Long division All will include reasoning and problem solving. Order of operations (BODMAS) Mental calculations and estimations Reasoning from known facts	Fractions Equivalents, simplifying, converting between mixed and improper fractions, fractions on a number line, adding and subtracting fractions and mixed numbers, multiplying fractions by fractions and integers, dividing fractions, fractions of amounts (including finding the whole). All will include reasoning and problem solving. Decimals place value to 3 dp including problem solving and reasoning Decimals Multiply decimals by integers Divide decimals by integers Division to solve problems Fractions, decimals and percentages Decimals as fractions Fractions to decimals Understanding percentages Fractions to percentages Equivalent FDP Percentage of amount Percentages (missing values) All will include reasoning and problem solving.	Algebra Find a rule - one step Find a rule - two step Forming expressions Substitution Formulae Forming equations Solve simple one/two step equations Find pairs of values All will include reasoning and problem solving. Measures Metric measures Convert metric measures Calculate with metric measures Miles to KM Imperial measures All will include reasoning and problem solving. Area and perimeter Area of triangles, parallelograms Volume What is volume? Volume - counting cubes Volume of a cuboid All will include reasoning and problem solving Money (adding and subtracting decimal numbers to 3.d.p) Time - tell time to the nearest minute Solve problems and reason with time	Ratio Using ratio language Ratio and fractions Introducing ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems Statistics Read and interpret line graphs Draw line graphs Solve problems Circles Interpret pie charts Pie charts with percentages Draw pie charts Mean All will include reasoning and problem solving. Shape Co-ordinates in the first quadrant and all four quadrants Translations Reflections All will include reasoning and problem solving.	Angles Measure with a protractor Draw angles Angles on a straight line/point Vertically opposite angles All will include reasoning and problem solving. Angles Angles in a triangle Angles in a triangle (special cases) Angles in a triangle - missing angles Angles in quadrilaterals (special/regular) All will include reasoning and problem solving. Revision	Maths in context linked to Fundraising Y7 preparation Gaps

	Class Book: Holes by Louis Sachar Rosa Parks – Little People Big Dreams Skill: Retrieval and vocabulary Question Stem: Who..? What..? Find and copy... What does the word...mean in the sentence? Give one... What...? Reading comp 1 / 2 x a week Separate reading comp taking from Schofield and Sims, Pinpoint or similar 1. Main Written Informal letter (Stanley from Holes) Formal letter (Stanley from Holes) Compositional Focus: Writing for informality – contractions, question tags, vernacular language Writing for formality – technical vocabulary Process focus; planning and editing * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections * Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*] Terminology for pupils: subject, object, active, passive, synonym, antonym	Class Book: Holes Private Peaceful War Horse Skill: Retrieval, vocabulary and inference Question Stem: What impression do you get of...? Use evidence from the text. Which word...? Find and copy one word...? The word...tells you that..? Why..? How does ...feel? Reading comp 2 x a week Separate reading comp taking from Schofield and Sims, Pinpoint or similar SATS practise tests to be carried out during this half term 1. Main Written Bias Newspaper report – Mr Sir's attack Compositional Focus: use of passive voice and refresh of speech punctuation and split speech, use of brackets and dashes Process focus; planning and editing * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 2. Secondary Written Setting description, contrasting genres Compositional Focus: Describing settings and atmosphere. Using expanded noun phrases Process focus; – in writing narratives, considering how authors have developed	Class Book: Private Peaceful Poems from the First World War Boy in the striped PJS Skill: Retrieval and vocabulary Question domain: Why? How? What? The word ___ is closest in meaning to...? 2 / 3 reading comps a week taken from Schofield and Sims, Pinpoint or similar Practise SATs to be carried out this half term 1. Main Written Letter writing – formal or informal (from characters in book) Compositional Focus: Use multiword verbs (informal) and single word verbs (formal)-choice of verbs for formality Process focus; planning and editing * The difference between formal and informal vocabulary – multiword verbs and contractions. Relative clauses to add additional information about characters. * Linking ideas across paragraphs using a wider range of cohesive devices: such as adverbials to link ideas. *Use of commas and brackets in relative clauses. subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 2. Content focus Speech- to encourage soldiers to fight in the war *Oral activities to support composition* * debate * oral retelling Compositional Focus: use of exaggeration Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Hyperbole and exaggeration to persuade. * The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Class Book: Boy in the striped PJS D-Dog day Skill: Inference and sequencing Question domain: How can you tell? Why? Number the events in the order that they happened... 3 / 4 reading comps a week taken from Schofield and Sims, Pinpoint or similar Practise SATs to be carried out this half term 1. Main Written Diary entry – Bruno's perspective (Boy in Striped Pyjamas) Include dialogue practise again. Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes) Process focus; planning and editing Informal vocabulary – contractions and multi-word verbs. Appropriate vocabulary for time. Variation of sentence lengths and structure (short and snappy vs detailed explanation). Tenses Parenthesis (commas, brackets and dashes). subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 2. Content Focus Balanced argument – Should children wear school uniform? *Oral activities to support composition*	Key Text: As appropriate based off assessments Skill: As appropriate based off assessments Question domain: As appropriate based off assessments Carried out daily in lead up to SATs in order to practise speed, mix of styles of questions and unfamiliarity to a text. 1. Content Focus supported by oral composition. The Arrival Poem *Oral activities to support composition* * debate * oral retelling Compositional Focus: use of exaggeration Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 3. Practice and Apply The Piano Narrative (1st person) Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes) Process focus; planning and editing	Key Text: As appropriate based off assessments Skill: As appropriate based off assessments Question domain: As appropriate based off assessments 1. Main written: Persuasive writing linked to end of the year Compositional Focus Bringing together planning independently and use of vocabulary and grammatical structures appropriate for audience and purpose. Process focus; planning and editing The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech] * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast*, or *as a consequence*], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

2. Practise and Apply
Narrative - Road's End

Include dialogue practise.

Compositional Focus: Noun phrasing and adverbials Cont. with use of clauses..

Process focus; planning and editing

* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections

Terminology for pupils:
subject, object, active, passive, synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points

3. Practise and Apply
Biography - Black History Month

Compositional Focus:
using bullet points and colon to introduce lists
Relative Clauses

Process focus; noting and developing initial ideas, drawing on reading and research where necessary.

* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections

Terminology for pupils :
subject, object, active, passive, synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points

4. Explanation
How the heart works

Compositional Focus:
using tons to explain reasons, parentheses for extra detail
Relative Clauses

characters and settings in what pupils have read, listened to or seen performed

* Use of the passive to affect the presentation of information in a sentence
How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

3. Practise and apply
Narrative about Christmas Truce
Include dialogue practise again.
Compositional features: Describe settings and atmosphere, use of passive voice, speech punctuation
Process focus: planning and editing

YEAR 5: ELS

2	Spring 1	S
	fin	H
	Prefix: pro-	q s
	cogn	v
	port (meaning carry)	i
	port (meaning harbour)	p c
	spect	

* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections

* Use of the semi-colon, colon and dash to mark the boundary between independent clauses
Use of the colon to introduce a list and use of semi-colons w Punctuation of bullet points to list information

3. Practise and Apply
Non-chronological report about life on the home front
Compositional Focus: *Use of cohesion (adverbials, conjunctions, order of paragraphs, pronouns)*

Process focus; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Fronted Adverbials and commas/punctution
*Use of commas and brackets in relative clauses

YEAR 5: ELS

Spring 2
Hyphens
que letter string
velop
ident
Prefixes: con-, cor-

* debate
*conscience alley
Compositional Focus: modal verbs and subjunctive form to support balanced / discussion approach
Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Adding suffixes to make comparative adjectives (superlatives)

Fronted adverbials [for example, *later that day, I heard the bad news.*]

Contrasting fronted adverbials for balanced arguments (on one hand, conversely etc)
Colons for lists. Bullet points.
Main Written
Narrative - retelling a chapter from a different perspective (Boy in Striped Pyjamas)

Include dialogue practise again.

Compositional Focus: use of commas to avoid ambiguity and parenthesis to add effect (dashes)
Process focus; planning and editing

* How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
* Fronted adverbials [for example, *later that day, I heard the bad news.*]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections

subject, object, active, passive, synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points

Recount: Thornbridge

Compositional Focus: *Use of cohesion (adverbials, conjunctions, order of paragraphs, pronouns)*

Process focus; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out - discover; ask for - request; go in - enter*]
* How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

subject, object, active, passive, synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points

2. Content Focus supported by oral composition.
Playscripts
Performance of a Midsummer Night's Dream

Compositional Focus:

Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

	Process focus; planning and editing * The difference between structures typical of informal speech and structures appropriate for formal speech and writing. * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Terminology for pupils: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points Spelling: Year 5 ELS **Autumn 2** / **S** Prefixes: sym-, sys- / fi cret / P Suffix: -ous / c temper / p (r c cess / p (r h sper / s			*How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] YEAR 5 ELS **Summer 1** / **S** Prefix: com- / P commun / P gest / W e Prefixes: contra-, contro- / A m e b cord / A m n p sl store/staur		
Science	Working Scientifically During Years 5 and 6, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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 la- bels, 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 results, 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

Animals including humans	Electricity	Light	Evolution and Inheritance		STEM Challenges
Focus Scientists: • Elizabeth Anionwu (Sickle cell and thalassemia specialist) • Barouh Berkovits (invented the pacemaker and defibrillator) • William Harvey (Discovered how blood moves through the body) We will be learning about the circulatory system in the human body, identifying and describing the functions of the heart, blood vessels, blood and the lungs and how these collectively contribute to the same function. We will then learn about the importance of maintaining a healthy lifestyle and the impact diet, exercise, drugs and other lifestyle choices have on the way our body functions. We will also learn about water and nutrient transport in animals, including humans. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring	Focus Scientists: • Mo Ibrahim (Pioneer in the mobile phone industry) • Hertha Ayrton (Engineer, physicist, mathematician and inventor) We will build upon learning in Year 4 on how symbols can be used to represent electrical components in a simple circuit diagram. We will then compare and give variations in how these components function, including brightness of bulbs, loudness of buzzers and the on/off position of switches. We will then use our knowledge to make connections between the rightness of a lamp or the volume of a buzzer with the number and voltage of cells. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Comparative and fair testing • Pattern seeking **TAPS Assessment Activity (ies):** • Conductive dough (Do) • Bulb Brightness (Plan)	Focus Scientists: • CV Raman (Physicist) • Professor Colin Webb (Professor of Laser Physics) We will be recognising and investigating how light travels and use these ideas to explain that objects are seen because they give out or reflect light into the eye. We will also use our knowledge to explain how we see things by light entering our eyes and how shadows have the same shape as the object that casts them. • How light travels • How we see things • How light reflects off surfaces **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating	Focus Scientists: • Rosalind Franklin (Discovered the structure of DNA) • Charles Darwin (Naturalist, developed the theory of evolution) • Jane Goodall (primatologist) We will recognise that living things produce offspring of the same kind but offspring can vary in characteristics and are therefore not identical to parents. We will discuss the term inheritance and what this means in direct reference to characteristics. We will learn about how fossils are formed and then used as an information source for how living things have changed over time and the animals and organisms that inhabited the Earth millions of years ago. We will then collate this information to determine how animals are adapted to suit their environment in different ways and how this contributes to the scientific concept of evolution. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results		Throughout this half term, children will have the opportunity to apply knowledge from across the primary curriculum to complete a range of STEM challenges. They will use different working scientifically skills to independently and collaboratively follow lines of scientific enquiry including different enquiry approaches. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking • Observing over time

	• Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Pattern seeking **TAPS Assessment Activity (ies):** • Heartrate pose (Plan) **Science Trails:** What effects does exercise have on my body internally and externally?		**Scientific Enquiry Types**: • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Light Questions (Plan) • Investigating shadows (Do) **Science Trails:** Why are materials chosen for different things depending on how transparent they are?	• Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Fossil habitats (Review) • Egg Strength (Review)		

History	**World War 1 1914 - 1918** We shall be looking at World War 1, the events leading up to the start, significant people (such as Archduke Franz Ferdinand and Walter Tull), events throughout the war and how the war ended - resulting in the Treaty of Versailles. (political, cultural, social history) We shall also be comparing life before, during and after the war - not only for the soldiers but life on the Homefront too (for the women and children). (social, cultural history). We will have a strong focus on sources and the reliability of the sources we use to gather our understanding about the war. **(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)** **Concepts:** Chronology, Significance, Cause and consequence, Duration, Interpretation **Strands:** Economic, cultural, political, social, environmental **Key Concepts-Disciplinary** **Similarities and Differences (same historical period)** Home front Working lives-women Evacuees **Historical Enquiry-Evidence and Sources** **Reliability of sources** Eyewitness accounts Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits	**World War 2 1939 - 1945** Our World War 2 learning will start by focussing on how life changed after WW1 and the outbreak of WW2. We will sensitively explore the Holocaust and how refugees escaped Nazi Germany through the Kindertransport as well as others who were not as lucky and were captured to be taken to concentration camps. We will look at the impact of the Blitz on our country and specifically Sheffield. We will explore the lives of significant people such as Anne Frank. Finally, we will debate when was the most dangerous time to live drawing on our learning throughout KS2 to decide. (environmental, political, cultural, social history) **(NC: A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066)** **Concepts:** Chronology, Significance, Culture, Cause and consequence **Strands:** Economic, cultural, political, social **Key Concepts-Disciplinary** **Similarities and Differences (same historical period)** Home front Working lives-women Evacuees **Historical Enquiry-Evidence and Sources** **Contemporary accounts** **Reliability of sources** Eyewitness accounts Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits Holocaust Museum Letters Stories **Change and Continuity-across periods** Women's status over the past 200 years How fighting the war had changed between WWI and WWII **Interpretation of History** Interpretation of life on the front line/home front Evacuee life good or bad Understand different versions of the past exist and explain the	**Mayans** Civilisation Agriculture Monument/statue Hunter gatherers Trade Social structure Noble King Rulers Pyramids **Ancient Civilisations** **2000BC-AD 1500** We will be looking at the Mayan civilization and linking this back to our work in year 3 looking at ancient civilizations (Ancient Egypt and Ancient Greece). We will explore where the Mayan civilization was and focus on important Mayan individuals and why they were important (Lady K'abel, Gonzalo Guerrero (GG) and look at statues of GG. (Significance). We will focus on looking at how their civilization changed/ remained the same over time. We will look at how the city was developed to the present day). We will look at what we can learn about the ancient Maya from the Maya people today (continuation of ancient language, weaving their own clothes and growing and using corn to make bread). We will look at what items the Mayans gave to the World that we still use today (chocolate, vanilla and sweet potato). (Change and continuity) We will then move onto looking at how the Maya prosper in the rainforests and look at comparing rich and poor Mayans and look at how their lives were different. We will consider the question '**Were the Mayans religious**?' and **why was religion important to them**?'.(Similarities, differences and diversities). We will consider how LIDAR technology has been used to detect remains of early Mayan civilizations since 2015 (Interpretation of History). We will consider why the Maya civilization fell and look at the Maya people today and how the ancient Mayan affect how they live today? (Cause and consequence). We will finally look at the types of evidence (scientific work, medicine, that historians have on the Maya and look at LIDAR resources. (Historical sources and Evidence)

	Holocaust Museum Letters Stories **Change and Continuity-across periods** Investigate changes over time-soldier's experiences-uniform/equipment/medicine **Interpretation of History** Interpretation of life on the front line/home front Evacuee life good or bad Understand different versions of the past exist and explain the reasons		
Geography	**WW2** **Countries linked to WW2** Books: War Horse Lines of Longitude and Latitude coordinates for Key countries World Map Locate countries Maps of Europe Maps of Asia	**Disability** Disability access in the local area OS Local area and map symbols 6 figure grid references • How much of the world's population is classed as disabled? • How are spaces made inclusive? • Who makes spaces inclusive?	**Biomes** Biome Map of the world Lines of Latitude and Longitude Rainfall groups Temperature Graphs Climate graphs

	• Continents and Countries • Location of WW2 countries • Seas/Mountain ranges/rivers • What countries took part in WW2? • Physical and Human features • Key Countries • Axis Countries • European and Non-European countries • Main Cities linked to WW2 • What do you know about the WW2 countries? • How do countries work together now? • European Union • Commonwealth • United Nations • How do European countries work together when there is a disaster? • How is a Landscape altered/affected during a war?	• What do other cities/countries do to support accessibility? What is meant by accessibility? • What is meant by disability? • How accessible is School? • What are the physical and human • barriers in the community? • How accessible is the local shopping area? How does disability affect day to day living? • How do the children at school support children with a disability? • Can all disabilities be seen • How can school be made more accessible? • How can the local area be made more accessible? • How has the local area been adapted to support disabled people?	• What is the global distribution of biomes? • Where are the different biomes in the world? • What is a biome? • What are the features of the different biomes? • How do lines of latitude/longitude link to climate? • How do different cultures adapt to living in different biomes? • How are plants, animals and the climate connected? • How do different biomes support food/medicines/products? How are biomes made sustainable? • How does climate change impact biomes?
Music	**Sheffield Music Hub Singing Unit** Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (***tempo***) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using • chants • rhythms • raps • body percussion • tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening **Outcomes** Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Some students will identify the different between a pulse and rhythm and show this in practice Some students might need support to use notation including crochets, quavers and rests Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used. Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so. Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison Pupils will create, select and combine sounds using the inter-related dimensions of music **Outcomes** Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds) Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes Pupils will learn to identify different inter-related dimensions of music including • Dynamics • Structure		

- Tempo
- Articulation
- Expression

by experimenting with them in song

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary

Outcomes

Most students will sing confidently and with expression in a performance

Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

Some students will sing solos or in small groups

Some students might need support to identify areas in which a performance can improve

Harvest Festival singing performance	Christmas repertoire performance video to be shared with parents.	Spring showcase for children in school.	Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.	Reflect Rewind and Replay – children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and possible solo performances.

PE	Football (GS4PE)	Dance - (GS4PE)	Hockey (GS4PE)	Yoga (GS4PE)	Athletics (GS4PE)	Tennis (GS4PE)
	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. **Key Skills:** Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique	Pupils will practise moving hands and feet to a beat. They will work in groups to sequence a number of movements. They will create cannon and ripple effects in groups to a broadway style. Children will group and march dependent on ally and axis nations. They will also dance using scenarios from WW2. Children will use the theme of WW2 to combine movements and stories. **Key Skills:** Movement to a beat, combing actions, combining stories **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence Evaluation and improvement	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. **Key Skills**: Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Technique	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. **Key Skills**: Balance, flexibility, strength, coordination **Key Concepts**: • Balance • Coordination • Fitness • Sequence • Technique	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. **Key Skills**: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance **Key Concepts:** • Movement • Agility • Balance • Coordination • Fitness • Technique Evaluation and improvement	Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step **Key Concepts:** • Movement • Balance • Coordination • Competition • Collaboration • Technique

	Gymnastics (GS4PE)	Dodgeball (GS4PE)	Fitness (GS4PE)	Volleyball (GS4PE)	Rounders (GS4PE)	Sports Day Practice
	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:** • Movement • Balance • Agility • Coordination • Collaboration • Sequence • Technique	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. **Key Skills**: Throwing, catching, dodging, blocking **Key Concepts:** • Movement • Agility • Competition • Collaboration • Fairness •	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. **Key Skills:** Volley, dig, set, serve **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Technique	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. **Key Skills:** Throwing and catching tracking, fielding and retrieving a ball, batting **Key Concepts:** • Agility • Coordination • Competition • Fairness • Technique	Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into heats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills**: Running, throwing, catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness Technique

ART & Design	**Drawing** Research: Perspective Developing skills: Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and **space** Applying skills: creating a street / image in perspective which conveys a certain mood/feeling Evaluation: children evaluate use of tone to convey mood Formal Elements: **tone** **line** **shape** **space** **form** **Y6 RETRIEVAL PRACTICE AUTUMN TERM** • I can confidently draw a range of lines and shapes which are in proportion to each other • I can create different tones and shades with different media • I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects • I can sketch using the rules of proportions (for a face) Following completion of Unit of Work (Drawing Gaps): • I can create different tones and shades (including to show dimensions) • I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects • I can include perspective in my drawings • I have an understanding of scale and proportions, foreground and background	**Printing and mixed media (layered printing)** Research: Fauvism 'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure colour and form as means of communicating the artist's emotional state' How have a range of artists used colour to communicate and **'emotional state'**? Links with Y5 **Robert Rauschenberg.** **Matisse** Study into his range of work - mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast? How and why did his art change through time? Which style of Matisse's work do the chn prefer? Why? Developing skills: Practise printing Experiment with layering prints onto different paper. Incorporate collage. Adding different mixed media Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Making a stamp for printing: https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1 Making a collagraph print: https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1 Applying skills: Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have	**3D form** Research: architecture with a focus on **Gaudi (**fantasy lands) Look at a range of architects and architecture (including links to Y3 Greek architecture). How do different buildings compare? Why have they been built in the style they have? Functionality? Style? Conventions? How/why do Gaudi's buildings differ? Impact? Developing skills: Model making Mixed media experimentation (card, clay) Using tools Shape Form NSEAD, architecture (engaging boys): https://www.nsead.org/resources/units-of-work/uow-drawing-boys-gone/ Applying skills: Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work Evaluation: Have you emulated the design elements used by Gaudi? Formal Elements: Line Shape Form Space Texture Colour **Y6 RETRIEVAL PRACTICE SUMMER TERM** (Links with 'collage' unit) - I can layer my printing and appreciate what order my printing must be in -I can experiment with cutting and ripping materials in different ways and for different purposes -I can experiment with layering materials in different ways

		for this – a piece of music? Poem? Experience? Emotion? Representation of them? Evaluation: How easy was it to layer the printing? Was the overall composition successful? Does the piece represent 'you'? Formal Elements: **line** **shape** **colour** **form** **Texture** **Space** **Y6 RETRIEVAL PRACTICE SPRING TERM** (Links with 'printing unit) -I can print confidently - I can layer my printing and appreciate what order my printing must be in -I can experiment with cutting and ripping materials in different ways and for different purposes -I can experiment with layering materials in different ways -I can mix colours effectively and for an intended purpose -I can use my materials to create textures -I can consider where I might stick my items for my intended purpose (considering foreground and background etc.)	-I can mix colours effectively and for an intended purpose -I can use my materials to create textures -I can consider where I might stick my items for my intended purpose (considering foreground and background etc.)

Design and technology	**Design and make a night light for a younger child.** **NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** **Skill retrieval from previous years:** Series, parallel, simple circuits, switches, Structures (free standing, shell), strengthening and stiffening, levers and sliders **Investigate, disassembly, evaluate:** Explore and investigate everyday appliances that use electricity Investigate programmable toys and gadgets **Focus Practical tasks:** Make simple series circuits Explore and develop electrical circuits including those using switches Investigate switches for different purposes **Design:** Communicate their ideas through detailed labelled drawings Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways using algorithms **Make** Create the circuit and other aesthetic parts to case a night light which can be controlled remotely, Select appropriate tools, materials, components and techniques Make modifications as they go along **Evaluate** Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	**Design and produce an alarm system which alerts when a charity collection box is removed.** **NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products.** **Skill retrieval from previous years:** Series, parallel, simple circuits, switches, structures, strengthening and stiffening, levers and sliders, computer control **Investigate, disassembly, evaluate:** Explore and investigate everyday appliances that use electricity Investigate alarms for different uses Investigate use of different circuits **Focus Practical tasks:** Make simple series circuits Explore and develop electrical circuits including those using switches Investigate switches for different purposes Investigate computer control programs using crumble kits **Design:** Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit Design a program using Scratch which supports designed nightlight using Crumble kits Communicate their ideas through detailed labelled drawings Develop a design specification **Make** Using at least one electronic circuit, children to make a working alarm. Make modifications as they go along **Evaluate** Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels	**To design and make a healthy meal which is under 500 calories for a member of staff.** **NC: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.** **Investigate, disassembly, evaluate:** Classify and group foodstuff Analyse appearance, smell, taste, texture, how grown, how produced, how eaten, cost, weight of food **Focus Practical tasks:** Weigh and measure accurately Prepare food - peel, cut, slice, grate Combine food from different food groups to create healthy products **Design:** Design a menu for an adult which is under 500 calories, planning the order of working. Plan the order of work choosing appropriate materials, tools and techniques **Make** **Make a healthy meal for an adult which consists of less than 500 calories using good food hygiene techniques.** Weigh and measure accurately Peal, spread, cut food ingredients Apply the rules of basic food hygiene and other safe practices **Evaluate** Evaluate the product against the original criteria and suggest ways it can be improved. Gather other people's views

			Evaluate against their original criteria and suggest ways that their product could be improved			
RE	U2.2 Creation and science: conflicting or complementary? Christians	U2.11 Why do some people believe in God and some people not? Religion: Thematic unit- C, NR.	U2.7 Why do Hindus want to be good? Hindus	U2.5 What do Christians believe Jesus did to 'save' people? Christians	U2.6 For Christians, what kind of King is Jesus? Christians	U2.12 How does faith help people when life gets hard? Religion: Thematic Unit
Computing	0.6 Understanding the computer 1.6 How do I use a computer to present information effectively KNOWLEDGE: Different ways to present information digitally; who owns digital content; key features of a piece of digital content; difference between vector and bitmap images; different file types and what these mean. SKILLS: Keyboard and mouse skills; use key tools in given software; evaluate and improve a piece of work according to criteria; how to combine media effectively. **Entering**: Pupils can open and save a file to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search	3.6 Why do we use spreadsheets? **Review:** **Explain difference between the internet and World Wide Web (Y5)** **Know the difference between a search engine and a web browser (Y5)** **3.6 Why do we use spreadsheets?** Understand that we can use spreadsheets to do complex calculations and sort data CONCEPTS: Computer; software/hardware; personal information; information/data; spreadsheet KNOWLEDGE: Why we use computers; different ways we can present information; examples of how spreadsheets can be used; simple formulae in spreadsheets and what they do; not all data is reliable; how information is presented can be misleading SKILLS: Mouse & keyboard skills; use technology safely and responsibly; use formulae in a spreadsheet to find out information; enter data into a spreadsheet and create graphs to present information **Entering:** Pupils know that there is a difference between data and information. They can design a questionnaire and collect a range of data on a theme. They can enter data in a spreadsheet	**4.6 How do I build complex physical systems?** (Link to DT Computer control Unit) Recognise and use sequence, repetition, selection and variables to create complex programs. Combine variables with operators to determine when a program changes. **Concepts** Input, repetition, selection, variable **DECLARATIVE KNOWLEDGE:** The flow of a program depends on the constructs used, e.g. sequence, repetition, selection. Variables are bits of data stored in program that can change according to what happens. **PROCEDURAL KNOWLEDGE:** Create a program with different outcomes depending on what happens, including selection, repetition and variables; plan an algorithm away from the	**Review** **Remix and edit media to create content (Y5)** **2.6 What makes an excellent film?** CONCEPTS: Computer; software/application; creating & editing content; film/video; copyright; personal information; design process KNOWLEDGE: Features of a good film; why we use computers; digital content is owned by the person who created it; simple editing tools to improve content; how to storyboard a film; where to find copyright free content; how to enhance content with titles, audio and effects; types of shots and camera angles; film-ratings & why we use them SKILLS: Use a camera/tablet to record video effectively; editing video clips; adding titles,		**5.6 How do I design more complex programs?** (Link to DT Computer control Unit) CONCEPTS Input, output, repetition, selection, variable, physical systems **DECLARATIVE KNOWLEDGE:** We can use computers in a wide range of ways, e.g. to help us translate languages, control physical systems, create art and music. How to combine loops, selection statements and variables to simulate simple physical systems and other applications. **PROCEDURAL KNOWLEDGE:** Identify the key parts of a program; decompose a program and write an algorithm for each part; test, evaluate and debug more complex programs. **Entering:** Pupils create a program using a range of events/inputs to control what happens. They use selection in algorithms and programs, i.e. if... then... They can decompose a problem and create a solution (sub-routine) for each step. Pupils recognise variables in a program. **Developing**: Pupils predict what will happen in a program or algorithm (e.g. change of

	engine to find information using keyword searches. **Developing**: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and double-click appropriately on a mouse. Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document. **Secure**: Pupils use the keyboard confidently to type at a suitable pace, and can use common keyboard shortcuts, e.g. Ctrl + C (copy); Ctrl + V (paste). They create and use a strong password where appropriate. They organise their files using folders and appropriate file names. Concept: Machine Logic Online Safety Links: C3 Passwords Review: Explain when to use forever loops (Y4) Recognise selection in algorithms to alter what happens (Y4) Recognise common mistakes in programs and how to correct them (Y4)	and answer simple questions about information stored in a spreadsheet. **Developing**: Pupils understand what a spreadsheet is and what it is used for. They use simple formulae in a spreadsheet to find out information from a set of data. They produce graphs from data in a spreadsheet and evaluate data and information shown. **Secure**: Pupils understand that there are different tools for analysing data. They can collect, organise and present data independently in a spreadsheet. They recognise that poor quality data leads to unreliable results	computer then test out and evaluate it; recognise common errors in programs and how to debug them. ***Entering:*** *Pupils recognise that we can decompose projects to make them easier to plan and debug. Pupils can use infinite loops effectively in programs to control what happens, and combine them with selection to change what happens depending on if a condition is met, e.g. if...then...* ***Developing:*** *Pupils decompose projects and plan out an algorithm for each part. Pupils can explain why we use selection in programs, and combine it with a variable to control game play.* ***Secure:*** *Pupils can design their own programs and recognise the role sequence, selection and repetition have in determining the flow. Pupils can explain why we use variables in programs, and combine them with operators to make more complex games. The can explain common errors in programs and how to fix them.*	audio, effects to software; exporting a video **Entering:** Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect. They can rate a game or film they have made and explain their rating.* **Developing**: Pupils identify and use appropriate hardware and software to fulfil a specific task. They remix and edit a range of existing and their own media to create content. They recognise the audience when designing and creating digital content. Pupils know where to find copyright free images and audio, and why this is important.* **Secure**: Pupils identify success criteria for creating digital content for a given purpose and audience. They evaluate their own content against success criteria and make improvements accordingly. They can explain why films have certain ratings.* **Online Safety Link:** L6: Game ratings N1: Digital Media		output) when the input changes (e.g. via sensor, data or event). They create programs including repeat until loops. They create simple variables, e.g. to keep score or remove lives in a game and understand the difference and use if... then... and if... then... else... statements. **Secure**: Pupils understand the difference between and use if... then... and if... then... else... statements. They combine a variable with relational operators (< = >) to determine when a program changes. They recognise the audience when designing and creating digital content. Pupils evaluate their own content against success criteria and make improvements accordingly. **Concepts** Program Algorithm Logic

RHE (inc Drugs, e-safety, SRE, Financial capability)	Os6) Bias (N2) Mutual respect and tolerance Individual liberty Fr5) What are stereotypes? Os) Online Stereotypes L5 * Fr6) How do I accept my friends for who they are? Lesson 1: Talking about race and racism Lesson 2: Defining anti-racism Inclusion, belonging and addressing extremism Extremism Financial Capability Being a critical consumer-PSHE Association Online Safety Project Evolve I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	Mutual respect and tolerance C1) What is prejudice? Os7) Echo Chambers (N5) C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? Mutual respect and tolerance Lesson 3: Redefining racism Lesson 4: Understanding racial socialisation and stereotypes Online Safety Project Evolve 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 explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. **Endpoints:** -Pupils can identify the protected characteristics and their purpose (disability/gender)	Sx1) How do plants reproduce? (N.B. Taught through science – does not include sexual intercourse) Mutual respect and tolerance C4) How can I be a great citizen? C5) Why is money important? Os) Online Ads and money on the internet C1* Rule of law Os) In App purchases and credit card info C5 * Lesson 5: Unconscious bias Lesson 6: Being anti-racist in our actions **Endpoints:** -Pupils can identify how their behaviour can impact others within their community	Individual liberty Rule of Law P4) Why do some people take drugs? P5) Where should I get my health information? Os) Inaccurate health info L3* P6) How do I save a life? Rule of Law Os) Meeting Strangers P4 * Mutual respect and tolerance Lesson 6: Being anti-racist in our actions Lesson 7: Representation matters **Endpoints:** -Pupils understand why some people take recreational and addictive drugs and the associated risks (peer pressure, self esteem addiction, poor mental and physical health) -Pupils can identify where to find accurate health information in order to gain accurate and truthful information (NHS, doctors, health visitor)	Mutual respect and tolerance C6) Who belongs in our country? Mutual respect and tolerance Individual liberty C7) What does it mean to be British? Os) Verifying info online N3* Rule of law Drugs-Managing risk-influence and pressure Drugs-Managing risk-Drugs, alcohol and the media Mutual respect and tolerance Lesson 8: Myth busting anti-racism Rule of Law Drugs and Alcohol Drugs-Managing risk-influence and pressure* Rule of Law Drugs and Alcohol Drugs-Managing risk-Drugs, alcohol and the media * Financial Capability/ community C5c How can I earn money?	G1) How will my body change as I get older? **CW resource pack 6/pack 7/pack 8** Os) Unhealthy Attention P3 * Mutual respect and tolerance G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is menstruation? **CW resource pack 4/Pack 5** Rule of law Mutual respect and tolerance Cn3) Appropriate and Inappropriate Touching Mutual respect and tolerance Friends Fr7) How do we reduce sexism? Mutual respect and tolerance Community C4b) How can we make a positive change in the world? **Endpoints:** -Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour) -Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings)

	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. **Endpoints:** -Pupils understand that bias can be misleading (stereotypes, prejudice) -Pupils are aware that stereotypes can be challenged (Films, newspaper, personal views, tv programmes, adverts) -Pupils understand that stereotypes in the media can be unfair and can discriminate (bias, prejudice, isolation limit people's careers/aspirations) -Pupils can use language related to gender, sexuality and identity (gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender,	-Pupils understand that social media can expose us to a limited number of views (commercial, ideological, religion) -I understand how history impacts us today (women's rights, stereotypes, equal rights) -Pupils can identify what to do if they experience prejudice (report it, don't encourage, challenge, educate) -Pupils know how to challenge bias and how stereotypes can lead to unconscious and conscious bias -Pupils understand how historical context and personal context that make racist jokes/comments particularly offensive -Pupils understand the importance of representation in the media critically evaluating it (religion, skin colour, gender, disability) -Pupils understand the impact of racial myths (stereotypes, bias, prejudice, inequality)	-Pupils understand that not everyone has the same amount of money or access to employment -Pupils are aware that advertising on the internet allows people to make money (YouTubers) -Pupils understand that in app purchases cost money and the risks (running up large bills) -Pupils can identify how money can be spent (wants, needs, essential, luxuries)	-Pupils understand that not all health information is accurate and can recognise some features of fake news (incorrect spellings, incorrect logos, unrealistic stats) -Pupils know how to respond in an emergency and how to contact the emergency services (Call 999) -Pupils can recognise signs of online danger (abusive messages, unwanted contact) -Pupils understand the term 'discrimination', can give examples, describe the impact and discuss how to prevent it	**Endpoints:** -Pupils can identify reasons why some people flee their countries and choose to live in the UK -Pupils understand that our country is made up of lots of different cultures made up of immigrants who have come to the UK -Pupils understand that information online is not always true and understand there are ways to check validity (check various sources) -Pupils understand that some people experience pressure in relation to drugs and alcohol (peer pressure, social isolation) -Pupils can identify ways to earn money (pocket money, chores)	-Pupils are aware of the process of menstruation -Pupils understand the importance of staying clean (regular showers, deodorant) -Pupils can identify examples of healthy and unhealthy online attention (online abuse, stranger contact) -Pupils can identify was in which to reduce sexism and the impact this would have (less discrimination, equal opportunities, self-esteem) -Pupils can identify ways to make positive change (being kind, being inclusive)

	sexual orientation) -Pupils understand how our actions/use of money can impact the environment (climate change, waste)					
MFL (KS2 only)	**Phonetics lessons 1-3 (XT)** In these three sequential lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. **The Date (IN)** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated, so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	**Do You Have a Pet? (IN)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**Clothes (IN)** By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.	**At School (PR)** In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	**At the Weekend (PR)** In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	**Vikings (PR)** Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.