



Year: 6	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Life and War in the UK. (1914-1945)		Term 2: Rise and fall of the Shang Dynasty.		Term 3: Islamic Civilisation: Baghdad c.900	
SECTION A: TITLE OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and cultural capital experiences Entry point Exit point (need to check)	Entry point: national army museum, Sloane Square Reading books representing different cultures Conduct science experiment outside Look at artists from WW1 and WW2. Sing in a choir Travel on a train	Exit point: Science museum Reading books representing different cultures Make an Anderson shelter Sing in a choir Travel on a train	Entry point: British Museum Knife crime workshop Reading books representing different cultures Diwali Diva lamp Make Shang Pottery Make Oracle Bone out of Clay Write and recite poetry Sing in a choir Travel on a train	Exit point: Making pots with clay Reading books representing different cultures Eat hot-cross buns for Easter Easter egg hunt Make Shang chariot Perform Easter songs in BSL Sing in a choir	Entry point: Tasting foods from different cultures/religions Reading books representing different cultures Make a human computer network outside Sing in a choir	Play African drums Make Reading books representing different cultures Southend - Visit adventure Island Go to trampoline park Visit Greenwich Park After school garden party Sing in a choir Travel on a train Have a picnic at the park Perform a play Listen to and tell stories around a campfire
Diversity & Global Learning opportunities	Reading books representing different cultures	Reading books representing different cultures Children in Need	Reading books representing different cultures Learning China/Shang Study Ancient Chinese Art	Reading books representing different cultures Make Shang chariot	Reading books representing different cultures	Reading books representing different cultures

	Study Walter Tull and Katherine Johnson Black History month World Afro Day Roald Dahl Story Day National Read a Book Day	Christmas jumper da Christmas Fair Christmas Assemblies – Phase group Comparing ordinate maps of the local area and study changes in population.	Study Impressionism.	Study war in a different time periods and culture. Diary entry of Lady Fu Hao Study Social hierarchy structure.	Frida Khalo self portraits Flash back writing including home culture. Learning about Baghdad/ Islam Study Islamic Art Marcus Rashford Biography	Linking end of year performance to different culture Music from different culture. International day. Taste food Middle East.
British values and Votes for Schools (check weekly)	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided? Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together? Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us? Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices? Votes for schools	Rule of law Votes for schools	Mutual respect and tolerance: Votes for schools
Weekly celebration assembly focus: Eastbury values	Respect	Enjoyment	Teamwork	Resilience	Aim High	Creativity
Year group whole school performance (RE assembly)	x	x	x	x	x	End of year leavers show

PLEASE NOTE:

Assessment: Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. Retrieval quizzes and low stake retrieval practice can also be used to inform these judgements. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS

ENGLISH Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:

(Lit and Lang scheme) (See also Overview chart in the handbook)	Genre: Legends Fiction text: Robin Hood	Genre: Poetry Fiction text: Rabbit in Mixer survives	Genre: Formal/Impersonal writing Fiction text: Brashem's Tortoise	Genre: Flashbacks Fiction text: Gone Away.	Genre: Narrative/Plays Fiction text: The Elephant in the Room	Genre: Authors and Texts Fiction text: I believe in Unicorns.
	Genre: Journalistic writing Non- fiction text:	Genre: Balanced Argument Non- fiction text: Should Humans Really Rule The Earth?	Genre: Formal/Impersonal writing Non- fiction text: The Smuggler	Genre: Biography/ Autobiography Non- fiction text: Daniel Radcliffe	Genre: Persuasive Text Non- fiction text:	Genre: Explanations Non- fiction text:
Main grammar focus (Lit and Lang)	Noun phrases Semi colon Colon Dashes Synonyms Antonyms	Bullet points Layout devices Structure text	Informal/formal speech Writing subjunctive Passive voice	Formal and informal vocabulary	Hyphens to avoid ambiguity	Linking ideas across paragraphs using a wide range of cohesive devices
MATHS Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Arithmetic Lessons	<ul style="list-style-type: none"> • addition 4digit plus 4 digits, • subtraction 4 digits plus 4 digits, • missing number addition or subtraction, • short multiplication 4 digits by 1 digit, 	<ul style="list-style-type: none"> • BODMAS, • short division 4 digit by 1 digit, • long division 4 digit by 2 digit • multiply or divide by 10, 100 or 1000, • up to three decimal places 4-digit number 	<ul style="list-style-type: none"> • addition or subtraction of proper fraction, • addition or subtraction of mixed fraction, • fractions multiplied by an integer • fractions multiplied by fractions • percentage of an amount 			

	• long multiplication 4 digits by 2 digits,	multiplied by an integer no greater than two digits,				
Mathematics topics (White Rose)	Place Value (8 Lessons) Addition, subtraction, multiplication and division (17 Lessons)	Fractions (16 Lessons) Converting Units (5 Lessons)	Ratio (10 Lessons) Algebra (10 Lessons) Decimals (9 Lessons)	Fractions decimals and percentages (9 Lessons) Area, perimeter and volume (8 Lessons) Statistics (6 Lessons)	Shape (11 Lessons) Position and Direction (5 Lessons)	

SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS

SCIENCE Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (Developing Experts scheme)	<p>NC/DE title: Animals including humans</p> <p>Key knowledge:</p> <p>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</p>	<p>NC/DE title: Living Things and their habitats</p> <p>Key knowledge:</p> <p>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</p>	<p>NC/DE title: Evolution and inheritance</p> <p>Key knowledge:</p> <p>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</p>	<p>NC/DE title: Electricity</p> <p>Key knowledge:</p> <p>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</p>	<p>NC/DE title: Light</p> <p>Key knowledge:</p> <p>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</p>	<p>DE title: Looking after our Environment (DfE Sustainability Science Curriculum)</p> <p>Key knowledge:</p> <p>Children explore: the core concepts – 'so what the climate is, how it changes, the difference between a man-</p>

	<p>which nutrients and water are transported within animals, including humans</p> <p>Key skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>based on specific characteristics</p> <p>Key skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and</p>	<p>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.</p> <p>Key skills:</p> <p>Report and present 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 Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>offspring characteristic inherit variation environmental adaptation habitat climate nutrition feature nutrients epiphytes toxic predators pollinate fossil Mary Anning Palaeontologist ichthyosaurus Jurassic coast</p>	<p>loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram</p> <p>Key skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p>	<p>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</p> <p>Key skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present 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</p>	<p>made and natural environment and where different types of animals live'.</p> <p>Key skills:</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of</p>
--	--	--	--	---	---	---

	<p>Report and present 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</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>circulatory system atrium ventricle vessel valves vein capillary microscope blood plasma platelet white blood cell red blood cell absorb diffusion osmosis concentration nutrients diet exercise heart rate BPM pulse drug painkiller stimulant depressant hallucinogens</p>	<p>written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>classify microorganism fern living organism conifer kingdom moss cell multicellular unicellular Carl Linnaeus classification Latin species domain microorganism bacteria fungi virus protozoa plant microscopic fungi mycelium ecosystem classify microorganism living organism habitat reproduction</p>	<p>Charles Darwin evolved extinct natural selection theory ancestor tools primate Homo sapien Neanderthal</p>	<p>Report and present 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</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>Symbol, circuit, diagram, battery, wires Electricity, current voltage, voltmeter brightness, blown resistor variable resistor, LED dimmer switch, output, variable, fair test control test, systematically, synchronised traffic light signal, sensor timer-based closed electric circuit indicating conductor insulator resistor</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>light eye light source symbol scientific diagram reflected prediction fair test variable table periscope angle mirror line of sight utilise shadow block opaque transparent translucent plan sun shade real life problem rotate direction optical phenomena disperse spectrum refraction</p>	<p>trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Key vocabulary:</p> <p>weather climate prevent global warming climate change recycle landfill rubbish biodegrade council net zero renewable non-renewable greenhouse gases emissions industrial revolution fossil fuel coal combustion fuel COP sustainability conference pledge subsidy species sensitive natural disaster habitat vulnerable</p>
COMPUTING Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Computing (Kapow)</p> <p>Year 6</p>	<p>Topic Title: Computing systems and networks: Bletchley Park</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand the importance of having a secure password and what “brute force hacking” is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning about the history of computers and how they have evolved over time. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. 	<p>Topic Title: Programming: Intro to Python</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code. <p>Key Skills:</p> <ul style="list-style-type: none"> Decomposing a program into an algorithm. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Using logical thinking to explore software independently, iterating ideas and testing continuously. <p>Key vocabulary: algorithm, code, command, design, import, indentation, input, instructions, loop,</p>	<p>Topic Title: Data handling 1: Big Data 1</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. <p>Key Skills:</p> <ul style="list-style-type: none"> Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets. Learning how ‘big data’ can be used to solve a problem or improve efficiency. <p>Key vocabulary:</p>	<p>Topic Title: Creating media: History of computers</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future. Using search and word processing skills to create a presentation. Planning, recording and editing a radio play. Creating and editing sound recordings for a specific purpose. <p>Key vocabulary: background noise, byte, computer, devices, file, FX, gigabyte, graphics, hard drive, hardware, kilobytes, megabyte, memory storage, mouse, operating system, overlay, play, processor, radio play, RAM, Raspberry Pi, record, reverb, ROM, script, smartphone, sound, sound effects,</p>	<p>Topic Title: Data handling 2: Big Data 2</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that data can become corrupted within a network but this is less likely to happen if it is sent in ‘packets’. To know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi. <p>Key Skills:</p> <ul style="list-style-type: none"> Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files). Understanding that computer networks provide multiple services. Using search and word processing skills to create a presentation. Creating formulas and sorting data within spreadsheets. Learning about the Internet of Things and how it has led to ‘big data’. Learning how ‘big data’ can be used to solve a problem or improve efficiency. 	<p>Topic Title: Skills showcase: Inventing a product</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know what designing an electronic product involves. To know which programming software/language is best to achieve a purpose. To know the building blocks of computational thinking e.g. sequence, selection, repetition, variables and inputs and outputs. <p>Key Skills:</p> <ul style="list-style-type: none"> Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Changing a program to personalise it. Evaluating code to understand its purpose.
--	---	---	--	--	--	--

	<ul style="list-style-type: none"> • Changing a program to personalise it. • Evaluating code to understand its purpose. • Predicting code and adapting it to a chosen purpose. • Using search and word processing skills to create a presentation. • Understanding how search engines work. • Understanding the importance of secure passwords and how to create them. • Using search engines safely and effectively. <p>Key vocabulary: acrostic code, brute force hacking, caesar cipher, chip and pin system, cipher, code, combination, contribute, convince, date shift cipher, discovery, hero, invention, Nth Letter Cipher, password, Pig Latin, Pigpen cipher, present, scrambled, secret, secure, technological advancement, trial and error</p>	output, patterns, random, remix, repeat, shape	algorithms, barcode, binary, Boolean, brand, chips, commuter, contactless, data, encrypted, infrared, MagicBand, privacy, proximity, QR code, QR, scanner, radio waves, RFID, signal, systems/data analyst, transmission, wireless	terrabites, touch screen, track, trackpad, trailer	<p>Key vocabulary: Big Data, bluetooth, corrupted, data, energy, GPS, improve, infrared, Internet of Things, personal, privacy, QR codes, revolution, RFID, SIM, simulation, Smart city, Smart school, stop motion, threat, wifi, wireless</p>	<ul style="list-style-type: none"> • Predicting code and adapting it to a chosen purpose. • Using logical thinking to explore software independently, iterating ideas and testing continuously. • Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. • Using design software TinkerCAD to design a product. • Creating a website with embedded links and multiple pages. • Understanding how search engines work. • Using search engines safely and effectively. <p>Key vocabulary: adapt, advert, algorithm, bugs, coding, debugging, design, edit, electronic, evaluate, facts, image rights, images, influence, information, inputs, loops, manipulation, opinions, output, photos, product, program, repetition, screenshot, search engine,</p>
--	---	--	--	--	--	---

						selection, sequence, snippets, software, structures, variables, video, website
RE Y6	Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		Spring 1/2 (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)		Summer 1/2 (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
<p>RE (Discovery RE scheme)</p> <p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or NC – national curriculum targets starting with Re have been selected.</p> <p>Key (T1) term 1 (T2) term 2</p> <p>Year 6</p>	<p>Topic Title: Islam Beliefs and practices (T1) RE1b: To recognize and explain the impact of beliefs and ultimate questions on individuals and communities RE1a: To make links and explain connections between beliefs, stories and practices AT1 B Practices and ways of life AT2 F Values and commitments. AT1 A Beliefs, teachings and sources</p>	<p>Topic Title: Christianity - Christmas (T2) RE1b: To recognize and explain the impact of beliefs and ultimate questions on individuals and communities RE1a: To make links and explain connections between beliefs, stories and practices AT1 B Practices and ways of life AT2 F Values and commitments. AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>	<p>Topic Title: Christianity - Belief and meaning (T1) RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Believing Belonging We are learning to evaluate different beliefs about eternity and to understand AT1 B Practices and ways of life AT2 D Identity, diversity and belonging.</p>	<p>Topic Title: Christianity – Easter (T2) RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. AT1 B Practices and ways of life AT2 D Identity, diversity and belonging. AT2 F Values and commitments Key knowledge: To research Is Christianity still a strong religion 2000 years after Jesus was on Earth? (T2)</p>	<p>Topic Title: – Islam- Beliefs and moral value RE 2b To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence AT 1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging. AT 1 A Beliefs, teachings and sources AT 2 E Meaning, purpose and truth Key knowledge: to explore and discuss does belief in Akhirah (life after death) help</p>	<p>Topic Title: Islam- Beliefs and moral value. RE 2b To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence AT 1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging. AT 1 A Beliefs, teachings and sources</p>

	<p>AT2 E Meaning, purpose and truth Key knowledge: To use prior knowledge and research what is the best way for a Muslim to show commitment to God?(T1)</p> <p>Key Skills: To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. To use prior knowledge and discuss this comparing to other religions they have learnt about. Key vocabulary: Muslim, 5 pillars of Islam, mosque, sajda, fasting, Eid, Ramadan</p>	<p>Key knowledge: To discuss and evaluate how significant is it that Mary was Jesus' mother? (T2)</p> <p>Key Skills: To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. (T2)</p> <p>Key vocabulary: Christianity – bible stories, angel, joseph Mary, virgin birth, miracle</p> <p>Christmas concert performances</p>	<p>AT2 F Values and commitments Key knowledge: To explore Is anything ever eternal? (T1) Key Skills: To evaluate different beliefs about eternity and to understand the Christian perspective on this. (T1) Key vocabulary: Christianity, beliefs, church, bible, cross, Easter, crucifixion, eternity, Palm Sunday, resurrection, church.</p>	<p>Key Skills: To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. (T2) Key vocabulary: : Christianity, beliefs, church, bible, cross, Easter, crucifixion, eternity, Palm Sunday, resurrection, church.</p>	<p>Muslims lead good lives? Key Skills: to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. (T1) Key vocabulary: Muslim, mosque, 5 pillars, death, burial, heaven, hell, jihad</p>	<p>AT 2 E Meaning, purpose and truth Key knowledge: To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. (T2) Key Skills: to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Key vocabulary: Muslim, mosque, 5 pillars, death, burial, heaven, hell, jihad End of year leavers /summer show celebrations</p>
MUSIC Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music (Charanga scheme) Year 6	<p>Topic Title: Happy & Christmas Performance song</p> <p>Style: Pop/Motown & Festivals</p>	<p>Topic Title: Happy & Christmas Performance song</p> <p>Style: Pop/Motown & Festivals</p>	<p>Topic Title: Classroom Jazz 2 & Benjamin Britten – A New Year Carol - One class learning ukuleles and 3 classes learning the other 2 units</p>	<p>Topic Title: Classroom Jazz 2 & Benjamin Britten – A New Year Carol - One class learning ukuleles and 3 classes</p>	<p>Topic Title: You've Got A friend & Music and Me (new unit) - One class learning ukuleles and 3 classes learning the other 2 units</p>	<p>Topic Title: You've Got A friend & Music and Me (new unit) - One class learning ukuleles and 3</p>

	<p>Key knowledge: Mu2/1.1/1.2/1.3</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharell Williams – a Pop song with a Soul influence about being happy.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Key knowledge: Mu2/1.1/1.2/1.3</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharell Williams – a Pop song with a Soul influence about being happy.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Style: Jazz & Western classical, Gospel, Bhangra</p> <p>Key knowledge: Mu2/1.3/1.4</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p>	<p>learning the other 2 units</p> <p>Style: Jazz & Western classical, Gospel, Bhangra</p> <p>Key knowledge: Mu2/1.3/1.4</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Style – The Music of Carole King & Inspirational Women</p> <p>Key knowledge: Mu2/1.5/1.6</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too Throughout this series, your students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p>classes learning the other 2 units</p> <p>Style – The Music of Carole King & Inspirational Women</p> <p>Key knowledge: Mu2/1.5/1.6</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too Throughout this series, your students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start</p>
--	---	---	--	--	--	--

	<p>Topic and cross-curricular links:</p> <p>What makes us happy? Video/project with musical examples.</p> <p>Links to other units: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other</p>	<p>Topic and cross-curricular links:</p> <p>What makes us happy? Video/project with musical examples.</p> <p>Links to other units: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p>	<p>Topic and cross-curricular links:</p> <p>History of music - Jazz in its historical context.</p> <p>Links to other units: Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p> <p>Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra.</p> <p>Links to other units: Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Topic and cross-curricular links:</p> <p>History of music - Jazz in its historical context.</p> <p>Links to other units: Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p> <p>Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra.</p> <p>Links to other units: Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra -</p>	<p>composers and musicians</p> <p>To develop an understanding of the history of music.</p> <p>Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p> <p>Links to other units: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p> <p>Music and Me – coming soon</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their</p>	<p>with gender, with reference to social and cultural differences.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music.</p> <p>Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p> <p>Links to other units: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>
--	--	--	---	--	--	---

	<p>people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware</p>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p>	<p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p>	<p>KS1/ages 5-7 (Scheme Year 1)</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel,</p>	<p>similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p>Music and Me – coming soon</p> <p>Key Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions</p>
--	---	--	---	--	--	--

<p>of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound working together make music</p>	<p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g.</p>	<p>using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g.</p>	<p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very</p>	<p>working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
---	--	--	--	---	--	--

	<p>very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>		<p>the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>	<p>Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>	<p>different sound quality to the violin. Texture – layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>	<p>To listen to and follow musical instructions from a leader.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of</p>
--	---	--	--	---	--	---

						<p>sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p>
PHSE Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PHSE Y6 (JigSaw Scheme)</p> <p>(Check also additional sessions to complete due to return from Lock-down) – See Sharepoint for resources (bereavement/anxiety / mental health) and read notes above.</p> <p>Year 6</p>	<p>Topic Title: Healthy me Article 24 Key knowledge: Understand how to take responsibility for my own health. Know about the different types of drugs and their affect on liver and heart. Understand how some people can be exploited and made to do things against the law. Understand why people join gangs. Understand what is meant by being emotional well</p>	<p>PSHE Taught through Votes for schools once a week Article 19 Topic Title: Anti-Bullying Week Objectives To identify signs of bullying and what we can do to stop it for ourselves and others Activities Depends on the theme for that year Topic Title: Black History Month Objectives</p>	<p>PSHE Taught through Votes for schools once a week Article 19 Article 31 Topic Title: Children’s Mental Health Week Objectives To understand how our mental health is important and strategies to help our mental health Activities Depend on the theme for that year</p>	<p>PSHE Taught through Votes for schools once a week Article 38 And all of them Topic Title: Peace Day Objectives To understand what peace is and issues that effect the world Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships Article 15 Article 16 Article 21 Article 22 Article 25 Key knowledge: Understand know that is it important to look after of our mental health. Understand the different stages of grief and that there are different types of loos. Recognize people who are trying to gain power. Understand whether something online is safe and</p>	<p>Topic Title: Changing me Article 19 Article 31 Key knowledge: Understand why the body changes during puberty, understand physical and emotional relationships. Understand the process of conception and pregnancy. Understand positive and negative ways to</p>

	<p>and explore attitudes to mental illness. Recognise stress and triggers and understand how this can lead to drug and alcohol misuse.</p> <p>Key Skills: Responsibility. Good life style choices, critical, developing a positive attitude to self, developing a positive attitude to mental illness.</p> <p>Key vocabulary: Smoking, cigarette, alcohol, lungs, liver, heart, anti-social behavior, drunk, wasted, mental illness, depression, anxiety</p>	<p>To celebrate significant black figures and the diversity in our school.</p> <p>Activities: To research and create a written piece about a significant black figure</p>	<p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p> <p>Activities: Depend on the theme for that year</p>		<p>helpful to me. Use technology positively and safely communicating with my friends and family.</p> <p>Key Skills: Develop self esteem, responsible online actions,, developing hardiness explain how to stay safe when communicating online.</p> <p>Key vocabulary: Self-esteem, online, internet, screen- time, gaming, facebook, Instagram, snapchat, twitter, fortnite, grief, loss, bereavement</p>	<p>communicate in a relationship</p> <p>Key Skills: Self care, empathy towards the opposite gender.</p> <p>Key vocabulary: puberty, hair, voice breaking, breasts menstruation wet dreams, erection, semen, periods tampon, sanitary towels, conception sex, relationship, positive, negative</p>
PE Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Year 6	<p>Topic Title: Sports games and Team games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation</p>	<p>Topic Title: Sports games and Team games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in</p>	<p>Topic Title: Gymnastics and Dance</p> <p>Key knowledge: To develop flexibility, strength, technique, control and balance. To perform</p>	<p>Topic Title: Gymnastics and Dance</p> <p>Key knowledge: To develop flexibility, strength, technique, control and balance. To perform dances using a</p>	<p>Topic Title: Athletics</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination</p>	<p>Topic Title: OAA (Outdoor Adventurous Activity), Athletics – Sports day preparation</p>

	<p>and in combination and play competitive games.</p> <p>Key Skills: Use skills of jumping, throwing, SAQ's and catching in basketball and netball. Assessing and analysing game play, communicate with others during play to gain advantage. Self-evaluate performance during and after a game and identify areas for improvement. Use game rules to play competitively and use tactical approaches to gain advantage. Work as part of a team.</p> <p>Key vocabulary: Analyse, evaluate, tactical, advantage, teamwork, jumping, defending, defence, offence, agility, rapid movements, controlled movements, onside, offside, overhead</p>	<p>combination and play competitive games.</p> <p>Key Skills: Use skills of jumping, throwing, SAQ's and catching in basketball and netball. Assessing and analysing game play, communicate with others during play to gain advantage. Self-evaluate performance during and after a game and identify areas for improvement. Use game rules to play competitively and use tactical approaches to gain advantage. Work as part of a team.</p> <p>Key vocabulary: Analyse, evaluate, tactical, advantage, teamwork, jumping, defending, defence, offence, agility, rapid movements, controlled movements, onside, offside, overhead pass, positions, long pass, short pass, goal, basket, score, record, spatial awareness, attack,</p>	<p>dances using a range of movement patterns.</p> <p>Key Skills: Floor work on mats, improve flexibility, strength and techniques – create routines using different shapes, balances, jumps, counter tension balances, mirroring with varying speed and control. Create a sequenced performance using an apparatus, changing heights, speed and shape. Exaggerate dance movements using expression. Demonstrate a strong imagination when creating sequenced dance movements. Create movements with fluency linking movements and ensuring they flow and begins to show changes of pace and timing. Begin to assess and critic own performance.</p> <p>Key vocabulary: Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess, emotion, motif, evoke, apparatus,</p>	<p>range of movement patterns.</p> <p>Key Skills: Floor work on mats, improve flexibility, strength and techniques – create routines using different shapes, balances, jumps, counter tension balances, mirroring with varying speed and control. Create a sequenced performance using an apparatus, changing heights, speed and shape. Exaggerate dance movements using expression. Demonstrate a strong imagination when creating sequenced dance movements. Create movements with fluency linking movements and ensuring they flow and begins to show changes of pace and timing. Begin to assess and critic own performance.</p> <p>Key vocabulary: Sequence, pattern, team work, group performance and solo performance,</p>	<p>and play competitive games.</p> <p>Key Skills: Use running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the end the summer term.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Position, Passing, communication, athletics, event, track, field, running, jumping, throwing, team work.</p>	<p>Key knowledge: To take part in outdoor and adventurous activity challenges both individually and within a team. To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p>Key Skills: Work together in small groups, develop problem solving skills, confidently follow directions and maps with accuracy. Work to a time limit and develop navigational and leadership skills.</p> <p>Use running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the</p>
--	--	---	--	---	--	---

	pass, positions, long pass, short pass, goal, basket, score, record, spatial awareness, attack, forward, marking, intercept, evade	forward, marking, intercept, evade	pace, rhythm, movement, flow, expression, link, timed, feedback, participation, enjoyment team work	evaluate, feedback, assess, emotion, motif, evoke, apparatus, pace, rhythm, movement, flow, expression, link, timed, feedback, participation, enjoyment team work		end the summer term. Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Position, Passing, communication, athletics, event, track, field, running, jumping, throwing, team work, equipment, navigate, decision making, leadership, problem solving Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
BSL Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Topics: In Flanders Fields, Should Humans Really Rule the Earth?	Topics: Brashem's Tortoise Conversation about exotic pets	To be added		

		<p>Key Knowledge: To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary:</p> <p>In Flanders Fields It is a war poem. Where are the poppies? Between rows of crosses. Whose place do they mark? The dead soldiers How are the larks singing?</p>	<p>Key Knowledge: To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary:</p> <p>Why doesn't the shop door have a bell? A parrot shouts instead. Where is the girl's favourite place in the shop? The sweet shelves! How did the girls feel about the sweets? They longed for them.</p>			
--	--	--	---	--	--	--

		<p>Bravely Why can't we hear the larks? The guns are loud. What can the soldiers no longer do? Feel dawn See sunset glow Love What are the soldiers throwing to us? A torch to hold high What might the torch mean? The memory of the soldiers who died overseas. Why might the poet mix beauty and death? It emphasizes the tragedy of death.</p> <p>It is a persuasive argument. How does the argument begin? Humans need to give up control. Why should humans give up control? 1. War 2. Global warming 3. Famine How are elephants like humans? They work together</p>	<p>How did the girls feel when they got the sweets? Like millionairesses. Why did the girls keep stealing the tortoise? To get more sweets! How might Brashem have felt when they kept coming back? Suspicious What did Mum want the girls to do? Admit to Brashem that what they've done. Why might Brashem have lied? Brashem didn't mind their mischief. Why (else) might Brashem have lied? Brashem convinced them to do some dirty work!</p> <p>Person A: What is an exotic pet? Person B: It is a pet that isn't from Europe – it's from far away places. Person A: Like parrot, chimpanzees and pandas? Person B: Yes. Person A: Is it a good idea to have a pet like that? Person B: There are lots of things you must think about.</p>			
--	--	---	---	--	--	--

		<p>Why are cheetahs better than humans? They would win at the Olympics.</p> <p>Why are baby turtles better than baby humans? They are independent.</p> <p>Why are humans worse than migrating birds? They are more forgetful.</p> <p>What have humans achieved? They put a man on the moon.</p> <p>Which animals are in the final? Apes, flies, lions, peacocks and bees.</p> <p>Who will you vote for? Humans because I want law and order. Animals because humans are cruel.</p>	<p>Person A: Is it legal? Person B: Yes, but there may be legal issues.</p> <p>Person A: I bet it is difficult to provide the right environment and diet, too. Person B: Definitely. Plus they may be health risks to the pet and the owner!</p> <p>Person A: It sounds complicated. Is there an organisation that protects exotic animals? Person B: Yes! There is a charity called the Protection of Exotic Pets Society (PEPS).</p>			
--	--	--	--	--	--	--

SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS

HISTORY Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Year 6</p>	<p>Topic Title: Life during wartime</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Outbreak of WW2, the impact of Winston Churchill and Adolf Hitler 		<p>Topic Title: Shang Dynasty</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Achievements of the Shang dynasty, role of religion and social structure (eg. Oracle bones, Gods and deities, 		<p>Topic Title: Islamic civilisation (Baghdad c.900)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Achievements of the early Islamic empire - influence of 	

	<p>(Nuremburg Rally, 'Fight on the beaches') and significant events (eg. Evacuation, Battle of Britain, D-Day, VE/VJ Day,</p> <ul style="list-style-type: none"> • The impact of the Holocaust upon the Jewish community - Britain's role (eg. Kinder-transports and Windermere Children) <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features 		<p>warfare during the Shang (General Lady Fu Hao).</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features of past societies (eg. religion, society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the 		<p>education and technology. Key events in the Islamic empire - 4 caliphs and establishment of Baghdad, technological, medical and education advancements, the fall of the Islamic empire (Mongol invasion of Baghdad)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features of past 	
--	--	--	--	--	--	--

	<p>of past societies (eg. religion, society)</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the same period. (eg. Ancient Egypt) • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench</p>		<p>same period. (eg. Ancient Egypt)</p> <ul style="list-style-type: none"> • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench warfare, Blitz, conflict, democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda</p>		<p>societies (eg. religion, society)</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the same period. (eg. Ancient Egypt) • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench warfare, Blitz, conflict,</p>	
--	--	--	---	--	--	--

	warfare, Blitz, conflict, democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda				democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda	
GEOGRAPHY Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography Year 6		Key knowledge: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time Locational Knowledge Tasks overview:		Key knowledge: To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe. Ge2/1.1c To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and		Key knowledge: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these

		<p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4b To use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.</p> <p>Ge2/1.4c To 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.</p> <p>Additional tasks: Ge2/1.1b Key Skills: Suggest questions for</p>		<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills: Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain</p>		<p>aspects have changed over time</p> <p>Ge2/1.3b To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe.</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills: Suggest questions for investigating Use primary and secondary sources of evidence in their</p>
--	--	---	--	---	--	---

		<p>investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as</p>		<p>reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p>Key vocabulary:</p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere,</p>		<p>investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.</p>
--	--	--	--	--	--	---

		<p>a flattened globe.</p> <p>Key vocabulary:</p> <p>See bottom of sheet for list of cities/counties (see progression map)</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>		<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>		<p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p>Key vocabulary:</p> <p>See bottom of sheet for list of cities/counties</p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical,</p>
--	--	--	--	--	--	---

						ordnance survey (OS)
SECTION E: ART AND DT						
ART Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and design Year 6	<p>Topic Title: Craft and Design: photo opportunity</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that a 'monochromatic' artwork uses tints and shades of just one colour. <p>Key Skills:</p> <ul style="list-style-type: none"> • Drawing upon their experience of creative work and their research to develop their starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Pushing the boundaries of mark-making to 		<p>Topic Title: Drawing: Make my voice heard.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know how 'line' is used beyond drawing and can be applied to other art forms. • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. <p>Key Skills:</p> <ul style="list-style-type: none"> • Drawing on their experience of creative work and their research to develop their starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Drawing expressively in their own, personal style and in response to their choice of stimulus, 		<p>Topic Title: Sculpture and 3D: Making Memories.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that the surface textures created by different materials can help suggest form in two-dimensional artwork. • To know how an understanding of shape and space can support creating an effective composition. • To know how 'line' is used beyond drawing and can be applied to other art forms. • To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red 	

	<p>explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p> <ul style="list-style-type: none"> • Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. • Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. • Justifying choices made during a design process, explaining how the work of creative practitioners has influenced their outcome. • Describing, interpreting and 		<p>showing the ability to develop a drawing independently.</p> <ul style="list-style-type: none"> • Applying new drawing techniques to improve their mastery of materials and techniques. • Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. • Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. • Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. • Justifying choices made during a design process, explaining how the work of creative practitioners has influenced their outcome. • Independently using their knowledge of tools, 		<p>for danger or celebration.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Drawing upon their experience of creative work, and their research, to develop their starting points for creative outcomes. • Using personal plans and ideas to design and construct more complex sculptures and 3D forms. • Combining materials and techniques appropriate to fit with ideas. • Problem-solving, editing and refining to create desired effects and results. • Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	
--	--	--	--	--	--	--

	<p>evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> • Giving reasoned evaluations of their own and others' work which takes account of context and intention. • Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: album, cityscape, Dada, editing, focus,</p>		<p>materials and processes to try alternative solutions and make improvements to their work.</p> <p>Key vocabulary: Aesthetics, character traits, commissioned, expressive, guerrilla, impact, mark making, Mayan, representative, symbol technique, audience, chiaroscuro, composition, graffiti, imagery, interpretation, Maya, mural...</p>		<ul style="list-style-type: none"> • Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Key vocabulary: Assemblage, collection, embedded, identify, literal, originality, relief, sculpture, symbolic, attribute, composition, expression, juxtaposition, manipulate, pitfall, representation, self, trade...</p>	
--	---	--	---	--	---	--

	grid, layout, monochromatic, photography, photorealism, portrait, prop, recreate, saturation, arrangement, composition, digital, emulate, frame, image, macro, pose, proportion...					
DT Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and technology (DT) Year 6		<p>Topic Title: Textiles: Waistcoats</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches. <p>Key Skills:</p> <ul style="list-style-type: none"> • Design a waistcoat in accordance with a specification and 		<p>Topic Title: Structure: Playgrounds</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes. • To understand what a 'footprint plan' is. • To understand that in the real world, design can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea. <p>Key Skills:</p>		<p>Topic Title: Electrical systems: Steady hand game</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that 'form' means the shape and appearance of an object. • To know the difference between 'form' and 'function'. • To understand that 'fit for purpose' means that a product works how it should and is easy to use. • To know that 'form over

		<p>design criteria to fit a specific theme.</p> <ul style="list-style-type: none"> • Annotate designs. • Use a template when pinning panels onto fabric. • Mark and cut fabric accurately, in accordance with a design. • Sew a strong running stitch, making small, neat stitches and following the edge. • Tie strong knots. • Decorate a waistcoat – attaching objects using thread and adding a secure fastening. • Learn different decorative stitches. • Sew accurately with even regularity of stitches. • Evaluate work continually as it is created. <p>Key vocabulary: annotate, design criteria, target</p>		<ul style="list-style-type: none"> • Design a playground featuring a variety of different structure, giving consideration to how the structures will be used. • Consider effective and ineffective designs. • Build a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measure, mark and cut wood to create a range of structures. • Use a range of materials to reinforces and add decoration to structures. • Improve a design plan based on peer evaluation. • Test and adapt a design to improve it as it is developed. • Identify what makes a successful structure. <p>Key vocabulary: Apparatus, equipment, landscape features, design criteria, playground, cladding</p>		<p>purpose’ means that product looks good but does not work very well.</p> <ul style="list-style-type: none"> • To know the importance of ‘form follows function’ when designing: the product must be designed primarily with the function in mind. • To understand the diagram perspectives ‘top view’, ‘side view’ and ‘back’. <p>Key Skills:</p> <ul style="list-style-type: none"> • Design a steady hand game, identifying and naming the components required. • Draw a design from three different perspectives. • Generate ideas through
--	--	--	--	---	--	---

		customer, decorate, fabric, waistcoat, waterproof				sketching and discussion. <ul style="list-style-type: none"> • Model ideas through prototypes. • Understand the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. • Construct a stable base for a game. • Accurately cut, fold and assemble a net. • Decorate the base of the game to a high-quality finish. • Incorporate a circuit into a base. • Test their own and others' finished games, identifying what went well and make suggestions for improvement. • Gather images and information
--	--	---	--	--	--	--

						<p>about existing children's toys.</p> <ul style="list-style-type: none">• Analyse a selection of existing children's toys. <p>Key vocabulary: Assemble, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user</p>
--	--	--	--	--	--	---

Cities and counties (Geography y6):

London
Manchester
Bristol
Liverpool
Birmingham
Edinburgh
Glasgow
Leeds
Newcastle-upon-Tyne
Cambridge
Cardiff
Sheffield
York
Nottingham
Oxford
Coventry
Brighton
Belfast
Southampton
Portsmouth
Norwich
Aberdeen
Kingston-Upon-Hull

Buckinghamshire
Cambridgeshire
Cumbria
Derbyshire
Devon
Dorset
East Sussex
Essex
Gloucestershire
Hampshire
Hertfordshire
Kent
Lancashire
Leicestershire
Lincolnshire
Norfolk
Northamptonshire
North Yorkshire
Nottinghamshire
Oxfordshire
Somerset
Staffordshire

Leicester
Plymouth
Bath
Wolverhampton
Stoke-on-Trent
Swansea
Peterborough
Exeter
Milton Keynes
Durham
Preston
Dundee
Bradford
Gloucester
Salisbury
Chester
Inverness
Canterbury
Reading Worcester
Newport
Chichester
Ely
Winchester
Chelmsford
Brighton and Hove