

Year Six Curriculum Map Medium Term Plan 2022-2023

Autumn Term One – Are there mountains in the UK?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	N/A	N/A
Geography	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains) and land-use patterns. - use maps, atlases, and digital/computer mapping to locate countries and describe features studied. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. - 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.	- What is a mountain – do you know any, where are they? - UK blank map – name, locate, annotate countries, counties, cities. - Use maps and atlases to locate hills, mountains and add to map. - How are mountains formed? - Children to create a tourist poster advertising a mountain of their choice. Need to include both physical and human geographical reasons why someone would want to visit? - Fieldtrip to Beacon Hill – map making and map use. - Children to answer question – Yes/No, how they know (features) and where these mountains are located. - Forest School ideas: - Mapping skills, compass work, grid references
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing	<u>Learning Objective for each lesson plan – Daily Routines:</u> - Recall phrases to talk about myself and my feelings - Give a simple description about myself - Remember and use numbers to 60 - Understand "o'clock" time phrases - Talk about my daily routine in Spanish Answer questions about my daily routine

	• appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing	
RE	Peace (Muslim traditions) Revelation of the Qur'an, sawn and Ramadan	Children will be able to: Step 1 Enquire: explain the meaning of peace Step 2 Contextualise: explain the significance of peace through submission for Muslims. Step 3 Evaluate: explain the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace. Step 4 Communicate: express a personal response to peace in their own experience. Step 5 Apply: explain examples of how their responses and ideas about peace affect the way they and others behave. <i>Being a Muslim Today pack</i>
Computing	• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use and combine a variety of software (including internet services) • Use technology safely, respectfully and responsibly;	NCEE Unit 1 – Communication • Searching the web. To identify how to use a search engine • Selecting search results. To describe how search engines select results • How search results are ranked. To explain how search results are ranked. • How are searches influenced? To recognise why the order of results is important, and to whom. • How we communicate. To recognise how we communicate using technology. • Communicating responsibility. To evaluate different methods of online communication.
Art	N/A	<u>N/A</u>
DT	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to	<u>Make a mountain and cable car (with pulleys)</u> <u>Link: Forest School – Shelters</u> Look at images of mountains Brainstorm leisure activities on mountains

	their functional properties and aesthetic qualities investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Focus on skiing – how does a skier get back to the top when they reach the bottom? Cable car or ski lift Ch work in groups to make a mountain from papier mache and mod roc Paint and decorate mountain with trees, shrubs etc. Ch to design a ski lift or cable car using gears/pulleys etc Ch make their travel system on their mountain.
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music	<u>Charanga Scheme</u> <u>Happy</u> 1. Listen and Appraise the song Happy and other songs in different styles about being happy: • Happy by Pharrell Williams • Top Of The World sung by The Carpenters • Don't Worry, Be Happy sung by Bobby McFerrin • Walking On Sunshine sung by Katrina And The Waves • When You're Smiling sung by Frank Sinatra • Love Will Save The Day sung by Brendan Reilly © Copyright 2017 Charanga Ltd Page 1 of 11 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work
RHE	Living in the Wider World (Part 1) • To learn what being part of a community means about the varied institutions that support communities locally and nationally. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • To explore and critique how the media present information. • To learn what is mean by enterprise and begin to develop enterprise skills.	• Revisit SHIELD values with the class and review the class charter created in July – link to SHIELD values. • International Democracy (SHIELD ambassador voting) • Recycling Week • Healthy Eating week • Walk to School week • Harvest Festival

	To develop an understanding of the concepts of 'interest', 'debt', 'loans' and 'tax' (e.g. Contribution to society through the payment of VAT)	
Science	How light behaves Why does my shadow change length? - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	- Concept cartoon – what do we need to see? - Where does light come from – light sources, Address misconceptions - How light travels in straight lines - How we see objects by light reflecting off of surfaces - Diagram of the eye – label and explain how we see - Smooth, shiny surfaces and rough, uneven surfaces - reflection - How light is reflected - How we can see an object in a mirror with reflected light - How we see colours
PE	Swimming: Crucial knowledge: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	See Get Set 4 PE planning - To develop gliding, front crawl and backstroke. - To develop rotation, sculling and treading water - To develop the front crawl stroke and breathing technique. - To develop the technique for backstroke arms and legs. - To develop breaststroke technique and breathing technique - To develop basic skills of water safety and floating - To develop the dolphin kick - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. - To increase endurance in swim challenges. - To identify fastest strokes and personal bests.

Autumn Term Two – Andover or the Canadian Wilderness – which biome would you choose?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	N/A	N/A
Geography	- locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within North America. - describe and understand key aspects of: physical geography, including: climate zones, biomes. - use maps, atlases, and digital/computer mapping to locate countries and describe features studied. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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 and plans.	- Key question: Is Andover in the same biome as the Canadian Wilderness? - North America blank map – name, locate, annotate countries and cities. - Use maps and atlases to locate hills, mountains and other physical features and add to map. Compare to UK map - Andover – Give ch OS maps of Test Valley. Can they locate Andover?. Use Google Earth to zoom in from space to give ch an idea of where we are on the earth. - Give ch OS maps of Andover. What can they see? Stick maps into books and list physical and human features. - What is a biome? Fieldwork – go on a walk around the school grounds. Ch record what they see. Teacher to take photos. Eg people dressed up warmly, bare trees, a few green shrubs/trees, short grass etc - Biome matching activity. When completed, discuss the different biomes and their features. Identify which biome we live in. Complete deciduous forest activity. - Brainstorm what we know of where Brian is stranded in Hatchet – landscape features. Look at last lessons work and identify which biome the Canadian Wilderness is in. Complete taiga bioma activity. - Look at biomes around the world. Complete world map showing biomes/climate zones. Forest School ideas: - Tree identification, features of a deciduous forest biome, fires, foraging, cooking
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	<u>Learning Objective for each lesson plan</u> Lesson 1 I can recognise and use nouns accurately for rooms in the house. Lesson 2 I can follow a story about a haunted house and write my own interesting spooky house sentences. Lesson 3 I can use nouns and colour adjectives to describe rooms in a house. Lesson 4 I can say and write a sequence of sentences using nouns and adjectives to describe a house.

	• speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	
RE	Incarnation (Christian traditions) An extraordinary baby	Children will be able to: Step 1 Explain the Christian concept of incarnation Step 2 explain how the birth narratives reflect the incarnation for Christians Step 3 explain the significance of the incarnation to Christian believers and describe some of the issues it raises Step 4 explain a personal response to the concept of incarnation Step 5 explain how the idea of incarnation might affect their own and others' lives. <i>RE Moodle / HIAS RE website</i>
Computing	• Select, use and combine a variety of software (including internet services) on a range of digital	The children will develop their knowledge and understanding of using a computer to produce 3D models of chocolate boxes

	devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• Use a computer to create and manipulate three-dimensional (3D) digital objects • Compare working digitally with 2D and 3D graphics • Construct a digital 3D model of a physical object • Identify that physical objects can be broken down into a collection of 3D shapes • Design a digital model by combining 3D objects • Develop and improve a digital 3D model
Art	<u>Landscape painting</u> • to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including painting with a range of materials ▪ about great artists, architects and designers in history – Van Gogh	• Brainstorm famous landscape paintings and artists and look at examples • Draw a landscape and photocopy twice • Paint one copy • Van Gogh study • Paint in Van Gogh style • Landscape collages Home learning task: Build a biome/landscape in a box
DT	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>(Additional unit if time)</u> <u>Picture frame – structures and tools</u> <u>Build frame to mount landscape picture in.</u>
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music	<u>Charanga Scheme</u> <u>Classroom Jazz 2</u> All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues. How this Unit is Organised A. Listen and Appraise the two main tunes and other supporting tunes B. Musical Activities - learn about the interrelated

	• listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	dimensions of music through 1. Playing instruments and 2. Improvising C. Perform and share
RHE	Relationships (Part 1) • To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. • To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships. • To recognise how people sometimes behave differently online, including by pretending to be someone they are not. • To understand personal boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy. • To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.	<u>Weekly themes:</u> • Firework Safety • Anti-bullying week • RW Friendship week • RW Internet Safety week • RW Secret Keeping Week • RW Christmas (family)
Science	Classification and Evolution How does evolution happen? • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Look at a human family of three generations. What is similar (inherited) and what is different? What is inheritance? Look at the giraffe and how it has evolved and adapted to its environment. Ch choose an animal to study – make a poster of how the animal has adapted to its environment and how this may have lead to evolution.

	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
PE	Netball: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See Get Set 4 PE planning Lesson One: - To develop passing and moving. Lesson Two: - To be able to use the attacking principle of creating and using space Lesson Three: - To be able to change direction and lose a defender Lesson Four: - To be able to defend ball side and know when to go for interceptions. Lesson Five: - To develop the shooting action. Lesson Six: To use and apply skills and tactics to small sided games.

Spring Term One – Why is the Mayan culture important?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Step 1: Teacher motivates pupils to want to learn and scopes the enquiry Chronology - locate the Mayan civilization on a timeline. Discuss what was happening in Britain at that time and what life in Britain was Locate the Mayan lands on a globe/map, and discuss the climate in that region (link to Geography). Step 2: Children collect information in interesting and varied ways Examining artefacts to explore Mayan life and achievements at around 750-1000 - loaned from History Centre/ local museums or via British Museum website. - Jigsaw activity where expert groups research different aspects of the Mayan civilization e.g. writing, number system, astronomy/ calculating time, technology, cities, agriculture, art Forest School Ideas: - Mayan jewellery making
Geography	N/A	N/A
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences*	<u>Learning Objective for each lesson plan - Sports:</u> Lesson 1 : Y6 Spr 1a- optional – Happy New Year lesson. I can use numbers to form and say or write the “year” Lesson 1 : Y6 Spr 1b: I can recognise, say and write some nouns for sports. Lesson 2 : I can recognise and use parts of the verb to play in the present tense. Lesson 3 : I can express a like or a dislike and my opinion about a sport. Lesson 4 : I can express simple opinions about sports. Lesson 5 : I can describe a sport simply sport.

	• read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	
RE	Ritual (Muslim traditions) Wudu and Eid al Fitr and Eid al Adha	Children will be able to: Step 1 Enquire: explain the meaning of ritual. Step 2 Contextualise: explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims. Step 3 Evaluate: evaluate the concept of ritual by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to ritual. Step 4 Communicate: explain a personal response to ritual in their own experience. Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the rituals they and others participate in. <i>Being a Muslim Today pack</i>
Computing	• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. • use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour contact	NCCE UNIT 3– Create a web page Unit 3 • Review an existing website and consider its structure • Plan the features of a web page • Discuss and consider the ownership and use of images (copyright) • Recognise the need to preview pages • Outline the need for a navigation path • Recognise the implications of linking to content owned by other people
Art	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<u>Create Mayan stamps using clay – sculpture</u> Research and explore Mayan art and sculpture Draw sketches of designs, based on Mayan life / beliefs Create final design Sculpt design for stamp onto clay block (like Mayan hieroglyphs) Use stamps to create a class fresco depicting life in Mayan times.

	about great artists, architects and designers (Mayan) in history.	Or <u>Mayan Weaving</u> Look at examples of Mayan weaving. Ch to learn to weave around lollipop sticks. Ch to create a circular weave using different colours and materials.
DT	N/A	N/A
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	<u>Charanga Scheme</u> <u>A New Year Carol</u> All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk. How this Unit is Organised A. Listen and Appraise: 1. A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions B. Musical Activities - learn about the interrelated dimensions of music through: 1. Games 2. Singing C. Perform and Share
RHE	Health (part 1) - To know how and when to seek support. - To know where and how to seek support (including the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially is accessed early enough. - To critically examine what is presented to me in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. - To learn that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place.	To follow RW New Year's Resolutions (Physical Health and Fitness - Health) Pre-learning for Safer Internet Week (Internet Safety and Harms - Health) RW Communicating Emotions and Making Choices (Mental Wellbeing- Health) Children's Mental Health Week / Time to talk day: 3 rd Feb (Mental Wellbeing - Health) Safer Internet Week / Day: 8 th Feb (Internet Safety and Harms - Health) Random Acts of Kindness Week / Day: 17 th Feb (Mental Wellbeing - Health) Big focus on Internet Safety, awareness of behaviour and actions of people online including themselves.

	To critically examine how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know in the media.	
Science	Controlling Electrical circuits How can electrical circuits be controlled? - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram.	- Define current, power supplies and voltage - Draw and label a basic circuit. - Battery has a limited amount of energy – make a human circuit giving out bean bags as energy and giving to components to demonstrate this – what happens when the cell runs out of energy? What happens if we add another cell?
PE	Gymnastics: - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See Get Set 4 PE planning Lesson one: - To be able to develop the straddle, forward and backward roll Lesson two: - To develop counter balance and counter tension Lesson three: - To be able to perform inverted movements with control Lesson four: - To be able to perform the progressions of a headstand and a cartwheel Lesson five: - To be able to use flight from hands to travel over apparatus Lesson six: - To be able to create a group sequence using formations and apparatus

Spring Term Two – Which countries grow cocoa and how do we get chocolate?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	N/A	N/A
Geography	- locate the world's countries, using maps ; concentrating on their environmental regions. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - describe and understand key aspects of: physical geography, including: climate zones and vegetation belts - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - use maps, atlases, and digital/computer mapping to locate countries and describe features studied	Forest School Ideas: Grinding cacao nibs, fires, making Mayan style hot chocolate
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	<u>Learning Objective for each lesson plan – All the fun of the fair:</u> Lesson 1: I can understand and say the nouns for funfair rides and express a simple opinion of my favourite ride. Lesson 2: I can remember the nouns for funfair rides and how to express a simple opinion about different rides. <u>Learning Objective for each lesson plan - Favourites:</u> Lesson 1: I can understand the main points from a short spoken presentation by someone about his/herself. Lesson 2: I can write short simple sentences about a character or a famous person. Lesson 3: I can prepare short statements about my favourite things. Lesson 4: I can draft, write , check and then write in best a presentation to introduce myself and my likes and dislikes.

	• present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	
RE	Resurrection (Christian traditions) In relation to The Empty Cross	Children will be able to: Step 1 Enquire: explain the meaning of resurrection Step 2 Contextualise: explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians Step 3 Evaluate: evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised Step 4 Communicate: explain their own responses to the concept of resurrection Step 5 Apply: explain how responses to the idea of resurrection affect the way people live. <i>Easter for KS2 pack</i>
Computing	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	NCEE Unit 4 – Spreadsheets • What is a spreadsheet? To identify questions which can be answered using data • Modifying spreadsheets. To explain that objects can be described using data • What's the formula? To explain that formula can be used to produce calculated data • Calculate and duplicate. To apply formulas to data, including duplicating • Event planning. To create a spreadsheet to plan an event • Presenting data. To choose suitable ways to present data
Art	N/A	N/A
DT	Design	Evaluating chocolate, creating and making our own chocolate bars.

	• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand seasonality, and know where and how a variety of ingredients are grown, and processed.	• Agree criteria to taste test and evaluate milk, dark and white chocolate • Look at extra ingredients that can be added to chocolate • Design own chocolate bar using dark, milk and/or white chocolate and added ingredients • Make own chocolate bar • Evaluate own chocolate bar using chosen criteria • Evaluate chocolate bar wrappers • Draw a chocolate still life of various bars packaging • Design packaging for own chocolate bar • TRIP TO CADBURY WORLD - understand how key events and individuals in design and technology have helped shape the world
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	<u>Charanga Scheme</u> <u>You've Got a Friend in Me</u> All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk. How this Unit is Organised A. Listen and Appraise: 1. A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions B. Musical Activities - learn about the interrelated dimensions of music through: 1. Games 2. Singing C. Perform and Share

RHE	Relationships (part 2) • To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. • To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships. • To recognise how people sometimes behave differently online, including by pretending to be someone they are not. • To understand personal boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy. • To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.	To follow RW Family (Families and people who care for me - Relationships) RW Friendships (Caring friendships - Relationships) RW Being Safe (Being Safe/Online Relationships - Relationships) RW Challenging Stereotypes (incl International Day for the Elimination of Racial Discrimination) - (Respectful Relationships - Relationships) RW Challenging Stereotypes (Invisible and Visible Disabilities, incl. World Autism Awareness Month 2nd April+) - (Respectful Relationships - Relationships)
Science	Sound (Part 1) How is sound produced? • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	-

PE	Tennis: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See Get Set 4 PE planning Lesson one: • To develop the forehand groundstroke Lesson two: • To be able to return the ball using a backhand groundstroke Lesson three: • To develop the volley and understand when to use it. Lesson four: • To develop the volley and use it in a game situation. Lesson five: • To develop accuracy of the underarm serve. To learn to use the official scoring system Lesson six: • To work co-operatively with a partner and employ tactics to outwit an opponent
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Summer Term One – How have the Ancient Greeks influenced the modern western world?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Forest School Ideas: - Design and make a maze for the minotaur - Make a minotaur from sticks, leaves etc
Geography	N/A	N/A
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	<u>Learning Objective for each lesson plan – Café Culture:</u> Lesson 1: I can recall and use familiar personal information questions and answers to create a simple dialogue with a friend. Lesson 2: I can understand, say and ask politely for snacks and drinks in a French café. Lesson 3 : I can listen to and understand some information from a short café culture podcast. Lesson 4. I can participate in a spoken performance of a humorous café sketch. <u>Learning Objective for each lesson plan – Eating Out:</u> Lesson 1: I know some facts about a typical French restaurant and menu. <i>Lesson 2- optional – I can follow the story line of a cartoon about an alien family visit to a restaurant.</i>

RE	Love (Sikh traditions) Sewa	
Computing	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	NCEE Unit 5 – Variables in Games - Introducing variables. To define a ‘variable’ as something that is changeable. - Variables in programming. To explain why a variable is used in a program - Improving a game. To choose how to improve a game by using variables - Designing a game. To design a project that builds on a given example. - Design to code. To use my design to create a project - Improving and sharing. To evaluate my project
Art	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<u>Developing skill in drawing Greek mask designs</u> Watch a tutorial video on mask drawing and painting Study use of masks in Greek theatre and their style depending on the type of play eg comedy, satyr Ch to design a greek mask for a play Ch to use a range of resources eg Modroc, papier mache, plaster etc to create facial features Ch to paint and decorate mask
DT	N/A	N/A
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	<u>Charange Music Scheme</u> <u>Music and Me</u> Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-C Moscow ● Eska - Heroes & Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Option to listen to artists from the Inspirational Women timeline © Copyright 2020 Charanga Ltd Page 4 of 6 2. About the Artists - Inspirational Women in the Music Industry Over the six steps/weeks, you will watch some or all of the videos and discuss together the key words and themes (see ‘Guide to Writing Your Own Music’) that arise. Use this in preparation for the ‘Create’ section of the unit. See the document ‘Supporting Questions for Artists’ Videos’ where there are questions you might choose to use in order to focus the childrens’ listening. Step 1 Getting to know the artists, a video that introduces Anna, Shiva, Eska and Afrodeutsche. Step 2 Anna

		Meredith Video 1 Music and Anna - Who is Anna? Video 2 Music and Anna - Anna the Composer Video 3 Music and Anna - Anna's Music Video 4 Music and Anna - Anna's Way Into Writing Music Step 3 Shiva Feshareki Video 1 Music and Shiva - Who is Shiva? Video 2 Music and Shiva - Confidence and Believing in Yourself Video 3 Music and Shiva - Shiva's Work and her Role Models Step 4 Eska Video 1 Music and Eska - Who is Eska? Video 2 Music and Eska - My Purpose in the World Step 5 Afrodeutsche Video 1 Music and Afrodeutsche - Who is Afrodeutsche? Video 2 Music and Afrodeutsche - Music is Powerful Step 6 Advice from the Artists 3. Create - in groups, the children will create their own music over the six steps/weeks. The options: © Copyright 2020 Charanga Ltd Page 5 of 6 1. There are three different beats to choose from. When you have chosen one, create your own lyrics, raps, melodies over that beat. ● Create and practise your melodies in the Music Explorer Composition Tool ● Create your own lyrics and put it all together over your chosen beat 2. Quickbeats - create your own beats and rap over them; use the video tutorials provided for support. Documents/videos to support 'Create': ● Create - A Guide to Writing Your Own Music ● Quick Guide to Lyric Writing ● Video tutorial - Writing Raps - Alphabet Trick ● Video tutorial - Writing Raps - Rhyme Guide ● Video tutorial - A Guide to Quickbeats 4. Perform, Share and Present - perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform.
RHE	Living in the Wider World (part 2) • To learn what being part of a community means about the varied institutions that support communities locally and nationally. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • To explore and critique how the media present information. • To learn what is mean by enterprise and begin to develop enterprise skills. • To develop an understanding of the concepts of 'interest', 'debt' , 'loans' and 'tax' (e.g. Contribution to society through the payment of VAT)	To follow RW People in the Community – Key Workers (Right and Responsibilities - Living in the Wider World) RW People who keep us safe (Right and Responsibilities - Living in the Wider World) RW Choices – Ambition/Aspirations (Money - Living in the Wider World) RW Choices – Ambition/Aspirations (Money - Living in the Wider World)
Science		-

PE	Dance: - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See Get Set 4 PE planning Dance: Six of the below lessons: Lesson one: • THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements Lesson two: • THEME: Stamp, Clap To work with others to explore and develop the dance idea Lesson three: • THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.. Lesson four: • THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.. Lesson five: • THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction Lesson six: • THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. Lesson seven: • THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships. Lesson eight: • THEME: Waiting for... To copy and create actions with consideration to story using a prop to enhance the idea. Lesson nine: • THEME: Waiting for... To use choreographing devices to improve how the performance looks. Lesson ten: • THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco theme. Lesson eleven: • THEME: 70s Disco To devise a freeze frame montage in the 1970s theme.
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		Lesson twelve:
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| | | <ul style="list-style-type: none">• THEME: 70s Disco
To use feedback to develop and refine a 1970s dance performance |
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Summer Term Two – How have the Ancient Greeks influenced the modern western world?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Forest School Ideas: - Make a bow - Archery competition
Geography	N/A	N/A
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	<u>Learning Objective for each lesson plan – Performance Time:</u> Lesson 1 :I can read and understand a script about a magician and take part in a spoken performance. Lesson 2: I can read and understand a script using familiar personal information phrases and attempt to perform from memory. Lesson 3: Optional – revisit, rewrite and perform the Dopey waitress sketch Lesson 4 - Optional You could create your own class characters and sketch using this lesson guidance on "Six characters In search of an Author." Optional Lesson : I can write adjectives and phrases in poster to celebrate my personality. Optional lesson : I can create a word tapestry to celebrate my favourite French words
RE	The River of Life (Humanism traditions) Humanism	

Computing	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	NCEE Unit 6 – Programming B – Sensing • The microbit. To create a program to run on a controllable device. • Go with the flow. To explain that selection can control the flow of a program. • Sensing inputs. To update a variable with a user input. • Finding your way. To use a conditional statement to compare a variable to a value. • Designing a step counter. To design a project that uses inputs and outputs on a controllable device. • Making a step counter. To develop a program to use inputs and outputs on a controllable device
Art	N/A	N/A
DT	Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through annotated sketches, Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities Evaluate • investigate a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Making Greek Masks using materials</u>

Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	<u>Charange Scheme</u> <u>Reflect, Rewind and Replay</u> Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place How this Unit is organised Listen and Appraise a different piece of music each week/step Musical Activities Share and Perform
RHE	Health (part 2) • To learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer. • To learn about the benefits of good quality sleep as part of a healthy lifestyle and that a lack of sleep can affect weight, mood and ability to learn. • To learn facts about legal and illegal substances and associated risks, including smoking and drug taking. • To know which, why and how commonly available substances and drugs (alcohol, tobacco, energy drinks) can damage their immediate and future	To follow RW Sun Awareness Week (Health and Prevention – Health) RW National Smile Week (incl. National Smile Month 17-05 to 18-06) - (Health and Prevention – Health) RW Being Safe at Home (Drugs, Alcohol and Tobacco – Health) <i>KS assemblies to focus in greater detail</i> RW Transition (Mental Wellbeing - Health) RW Transition (Mental Wellbeing - Health) RW First Aid (incl. World First Aid Day – Sept) - (Basic First Aid – Health)

	health and safety; that some are restricted and some are illegal to own, use and give to others. • To know where and how to seek support (including the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially if accessed early enough. • To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	
Science	Sound (Part 2) How is sound produced? • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	-
PE	Athletics / rounders • use running, jumping, throwing and catching in isolation and in combination	See Get Set 4 PE planning Athletics: Lesson One:

	• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• To work collaboratively with a partner to set a steady pace. Lesson Two: • To develop your own and others sprinting technique. Lesson Three: • To develop power, control and technique for the triple jump. Lesson Four: • To develop power, control and technique when throwing for distance. Lesson five: • To develop throwing with force and accuracy for longer distances. Lesson Six: • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. Rounders Lesson one: • To develop the bowling action and understand the role of the bowler. Lesson two: • To develop batting technique. Lesson three: • To make decisions about where and when to send the ball to stump a batter out. Lesson four: • To develop a variety of fielding techniques and when to use them in a game. Lesson five: • To develop long and short barriers in fielding and understand when to use them. Lesson six: To apply the rules and skills you have learnt to play in a rounders tournament
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