Year: 6 **Cambridge Road C P & N School Curriculum**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Pathways to Write  Text | **Star of Hope, Star of Fear by Jo Hoestlandt** | | **Can We Save the Tiger? by Martin Jenkins** | **Selfish Giant by Oscar Wilde** | **Island by Jason Chin &**  **Jemmy Button by Alix Barzelay** | **Manfish by Jennifer Berne** | **Sky Chasers by Emma Carroll** |
| Linked texts | When we were warriors by Emma Carroll | | Into the Jungle by Katherine Rundell | The Happy Prince and Other Tales by Oscar Wilde | The Explorer by Katherine Rundell | Great Adventurers by Alistair Humphreys |  |
| English  Reading | *Identify and discuss themes and conventions*  *Ask questions to improve understanding*  *Draw inferences (characters’ feelings, thoughts and motives); justify with evidence*  *Predict from details stated and implied*  *Summarise main ideas, identifying key details*  *Identify how language, structure and presentation contribute to meaning*  *Provide reasoned justifications, for views* | | *Prepare poems and plays for performance*  *Check sense, discuss understanding and explore meaning of words in context*  *Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning*  *Retrieve, record and present information from non-fiction*  *Explain and discuss understanding of reading* | Identify and discuss themes and conventions  Make comparisons within and across books  Ask questions to improve understanding  Draw inferences (characters feelings, thoughts and motives); justify inferences with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Evaluate authors’ language choice  Distinguish fact and opinion (GD)  Participate in discussion about books  Explain and discuss understanding of reading  Provide reasoned justifications for views | Make comparisons within and across texts  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Draw inferences (characters, feelings, thoughts, motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Retrieve, record and present information from non-fiction | Identify and discuss themes and conventions  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Predict from details stated and implied  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Distinguish between fact and opinion  Retrieve, record and present information from non-fiction  Participate in discussion about books  Provide reasoned justifications for views | Recommend books to peers  Learn poetry by heart  Prepare poems and plays for performance  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Summarise main ideas, identifying key details  Evaluate authors’ language choice  Participate in discussion about books |
| English  Spoken language | *Build vocabulary*  *Articulate and justify answers*  *Maintain attention and participate actively in collaborative conversations*  *Use spoken language: speculating, hypothesising, imagining and exploring ideas*  *Participate in discussions, presentations, performances, role play, improvisations and debates*  *Consider and evaluate different viewpoints* | | *Ask relevant questions*  *Build vocabulary*  *Give well-structured descriptions, explanations and narratives*  *Maintain attention and participate actively in collaborative conversations*  *Speak audibly and fluently*  *Participate in discussions, presentations, performances, role play, improvisations and debates*  *Gain, maintain and monitor the interest of the listener(s)*  *Consider and evaluate different viewpoints* | Build vocabulary  Articulate and justify answers  Use standard English  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and debates  Select and use appropriate registers for effective communication | Listen and respond  Build vocabulary  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints  Select and use appropriate registers for effective communication | Ask relevant questions  Build vocabulary  Give well-structured descriptions, explanations and narratives  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations and debate | Listen and respond Build vocabulary  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Use Standard English Select and use appropriate registers for effective communication |
| English  Writing | ***Sentence:***  *Recap: Use expanded noun phrases to convey complicated information concisely*  *Use passive verbs*  ***Text:***  *Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action*  ***Punctuation:***  *Punctuate bullet points consistently*  *Additional writing: Use a colon to introduce a list* | | ***Sentence:***  *Recap: Use modal verbs or adverbs to indicate degrees of possibility*  ***Text:***  *Enhance meaning through selecting appropriate grammar and vocabulary*  ***Punctuation****:*  *Recap: Use brackets, dashes or commas to indicate parenthesis* | **Word:**  Recognise vocabulary for formal speech and writing  **Sentence:**  Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs  **Text:**  Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action  **Punctuation:**  Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently | **Sentence:**  Use passive verbs  Text: Use a wider range of devices to build cohesion  Use organisational and presentational devices to structure  **Text:**  Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)  **Punctuation:**  Use colons or dashes to mark boundaries between independent clauses | **Sentence:**  Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  **Text:** Use a wider range of devices to build cohesion  **Punctuation:**  Use a colon to introduce a list and use of semi-colons within lists  Use hyphens to avoid ambiguity | **Word:**  Recognise vocabulary for formal speech and writing  **Sentence:**  Recognise structures for formal speech and writing, including subjunctive form  **Text**:  Identify the audience and purpose for writing Choose the appropriate register  **Punctuation**:  Use semi-colons, colons or dashes to mark boundaries between independent clauses |
| Pathways to Poetry  Text | **Blitz by Mary Désirée Anderson** | | **A Tiger in the Zoo Leslie Norris** | **Guarding Secrets by the Literacy Company** | **The Sea by Reeves** | **For Forest by Grace Nichols** | **Sonnet Written at the Close of Spring by Charlotte Smith** |
| Linked texts | Autumn Blitz by Frances Cornford  Bombed Church by Elizabeth Berridge  The Black-out by Mary Desiree Anderson  Black-out by Valentine Ackland  My Friend the Enemy by Dan Smith (Chapter 1) | | Tyger, Tyger by M Morgan  All the Wild Wonders of our Earth by W Cooling Tell me Tiger by C Bevan Captivating Creature and Captive Creature by Gina Douthwaite | The Secret Garden by Francis Hodgson Burnet | Selected poems from I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Water |  | Sonnet 33 by William Shakespeare  Sonnet Written at the Close of Spring By Charlotte Smith  Plus selected poems from Poems from a Green and Blue |
| Poetry  Reading | Make comparisons within and across books  Learn poetry by heart  Prepare poems and plays for performance  Ask questions to improve understanding  Predict from details stated and implied  Evaluate authors’ language choice Explain and discuss understanding of reading | | Make comparisons within and across books  Learn poetry by heart Prepare poems and plays for performance  Ask questions to improve understanding  Evaluate authors’ language choice  Explain and discuss understanding of reading | Identify and discuss themes and conventions  Learn poetry by heart  Prepare poems and plays for performance  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Identify how language, structure and presentation contribute to meaning  Participate in discussion about books | Read and discuss a wide range of texts Identify and discuss themes and conventions  Learn poetry by heart  Prepare poems and plays for performance  Check sense, discuss understanding and explore meaning of words in context  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice | Identify and discuss themes and conventions  Learn poetry by heart  Prepare poems and plays for performance | Identify and discuss themes and conventions  Make comparisons within and across books  Learn poetry by heart  Prepare poems and plays for performance  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Explain and discuss understanding of reading |
| Poetry  Spoken language | Listen and respond  Build vocabulary  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Participate in performances | | Listen and respond  Build vocabulary  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Participate in performances | Ask relevant questions  Build vocabulary  Articulate and justify answers  Give well-structured descriptions, explanations and narratives | Build vocabulary  Maintain attention and participate actively in collaborative conversations  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Participate in performances and role play | Listen and respond  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions and performances  Gain, maintain and monitor the interest of the listener(s) | Listen and respond  Ask relevant questions  Build vocabulary  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently |
| Poetry  Writing | Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Use organisational and presentational devices to structure text  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Use consistent and correct tense  Perform own compositions using appropriate intonation, volume and movement | | Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Perform own compositions using appropriate intonation, volume and movement | Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Distinguish between the language of speech and writing  Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement | Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense  Perform own compositions using appropriate intonation, volume and movement | Identify the audience for and purpose of writing  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Perform own compositions using appropriate intonation, volume and movement | Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Use organisational and presentational devices to structure text  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Perform own compositions using appropriate intonation, volume and movement |
| Mathematics | ***Unit 1: Place Value to 10,000,000***   * *read, write, order and compare numbers up* * *to 10 000 000 and determine the value of each digit* * *solve number and practical problems that involve all of the above* * *round any whole number to a required degree of accuracy* * *use negative numbers in context, and calculate intervals across zero*   ***Unit 2: 4 operations***   * *solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why* * *multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication* * *divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context* * *divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context*   ***Unit 3: 4 operations***   * *identify common factors, common multiples and prime numbers* * *recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)* * *use their knowledge of the order of operations to carry out calculations involving the four operations* * *perform mental calculations, including with mixed operations and large numbers* * *solve problems involving addition, subtraction, multiplication and division* | ***Unit 4: Fractions***   * *use common factors to simplify fractions; use common multiples to express fractions in the same denomination* * *compare and order fractions, including fractions > 1* * *add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions*   ***Unit 5: Fractions***   * *multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8]* * *divide proper fractions by whole numbers [for example,1/3 ÷ 2 = 1/6 ].* * *add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions* * *use written division methods in cases where the answer has up to two decimal places* * *use their knowledge of the order of operations to carry out calculations involving the four operations*   ***Unit 6: position and direction***   * *describe positions on the full coordinate grid (all four quadrants)* * *draw and translate simple shapes on the coordinate plane, and reflect them in the axes* | | **Unit 7: Decimals**   * associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] * identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places * multiply one-digit numbers with up to two decimal places by whole numbers * use written division methods in cases where the answer has up to two decimal places * solve problems which require answers to be rounded to specified degrees of accuracy   **Unit 8:Percentages**   * compare and order fractions, including fractions > 1 * multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] * multiply one-digit numbers with up to two decimal places by whole numbers * solve problems which require answers to be rounded to specified degrees of accuracy * recall and use equivalences between simple fractions, decimals and percentages, including in different contexts * solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison   **Unit 9: Algebra**   * use simple formulae * generate and describe linear number sequences * express missing number problems algebraically * find pairs of numbers that satisfy an equation with two unknowns * enumerate possibilities of combinations of two variable | **Unit 10: measures: imperial and metric**   * solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate * use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places * convert between miles and kilometres   **Unit 11: measures- area, perimeter and volume**   * recognise that shapes with the same areas can have different perimeters and vice versa * recognise when it is possible to use formulae for area and volume of shapes * calculate the area of parallelograms and triangles * calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]   **Unit 12: ratio and proportion**   * solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts * solve problems involving similar shapes where the scale factor is known or can be found * solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | **Unit 13: Geometry: properties of shape**   * identify 3-D shapes, including cubes and other cuboids, from 2-D representations * draw 2-D shapes using given dimensions and angles * recognise, describe and build simple 3-D shapes, including making nets * compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons * illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius * recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angle   **Unit 14: problem solving**   * solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why * solve number and practical problems that involve all of the above * use their knowledge of the order of operations to carry out calculations involving the four operations * solve problems involving addition, subtraction, multiplication and division * use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy * recall and use equivalences between simple fractions, decimals and percentages, including in different contexts * solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts * solve problems involving unequal sharing and grouping using knowledge of fractions and multiples * use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places * compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons * recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles * describe positions on the full coordinate grid (all four quadrants)   **Unit 15: statistics**   * solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison * interpret and construct pie charts and line graphs and use these to solve problems * calculate and interpret the mean as an average |  |
| Science | **Living things and their habitats**  - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  - Give reasons for classifying plants and animals based on specific characteristics. | **Animals including humans**  - Identify and name the main parts of the human circulatory system.  - Recognise the impact of diet, exercise, drugs and lifestyle.  -Describe the ways in which nutrients and water are transported within animals. | | **Evolution and inheritance**  -Recognise that living things have changed over time.  -Recognise that fossils tell us how living things inhabited the Earth millions of years ago.  -Identify how plants and animals are adapted to suit their environment. | **Electricity**  - Investigate the changes in the brightness of a lamp or the volume of a buzzer.  - Use recognised symbols when representing a simple circuit in a diagram. | **Light**  - Recognise that light appears to travel in straight lines.  -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | |
| Computing | **Communication and Collaboration**  - To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  -To 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.  -To 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 . | | **Webpage Creation**    -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  -To 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 .  -To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Variables in Games**  - To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  -To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  -To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  -To 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 .  -To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Introduction to Spreadsheets**  -To 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 | **3D Modelling**  .  -To 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  -To use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Sensing Movements**  -To 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  -To 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 . |
| RE | **Christianity**  -What can we learn from Christian religious buildings and music? | | **Christianity**  -How / why do Christians worship? What are the benefits for believers? Compare to worship in other religions. | **Sikhism**  -How do Sikhs worship? | **Free Choice Unit**  -What does it mean to belong in a religiously diverse world? | **Christianity**  -What are some of the differences and similarities within Christianity locally and globally? | **Christianity**  -What is the Kingdom of God and what do Christians believe about the afterlife? |
| History | **Viking and Anglo-Saxon struggle for the throne of England**  **Knowledge:**  -To understand what it was like to live in Viking times.  -To place events and historical figures on a timeline.  **Skills:**  **-** Use dates and terms accurately in describing events.  -Use sources of information to form. | | **Viking and Anglo-Saxon struggle for the throne of England**  **Knowledge:**  -To understand what it was like to live in Viking times.  -To place events and historical figures on a timeline.  **Skills:**  - Use dates and terms accurately in describing events.  -Use sources of information to form. |  |  | **Crime and Punishment**  **Knowledge:**  - To use evidence to compare crime and punishment through time.  **Skills:**  - Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.  -To understand the concept of change over time. | **Crime and Punishment**  **Knowledge:**  - To use evidence to compare crime and punishment through time.  **Skills:**  - Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.  -To understand the concept of change over time. |
| Geography |  | |  | **Disaster**  **Knowledge:**  -To use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.  **Skills:**  -Describe and understand the impact of volcanic eruptions and other natural disasters on human settlements.  -To use maps, atlases, globes and digital mapping to locate volcanoes and fault lines, identifying countries that are most severely affected by earthquakes and other natural disasters. | **Disaster**  **Knowledge:**  -To use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.  **Skills:**  -Describe and understand the impact of volcanic eruptions and other natural disasters on human settlements.  -To use maps, atlases, globes and digital mapping to locate volcanoes and fault lines, identifying countries that are most severely affected by earthquakes and other natural disasters. |  |  |
| Art & Design | **Rule Britannia**  -Textiles – create cross-stitch pattern of a scene from the Bayeux tapestry. Look at examples of work from embroidery artists Dindga McCannon/ Kent Henrickse. | |  | **Disaster**  -Artwork based on Pompeii figures using charcoal and Modroc. Look at work of Manuel Neri / Faith Bebbington. |  | **Crime and Punishment**  -Research the work of the courtroom artist Priscilla Coleman.  -Create artwork using chalks and pastels in the style of a courtroom artist. |  |
| DT |  | | **Rule Britannia**  -Textiles Design and make a Viking flag (weaving, cutting, sewing, dyeing). |  | **Disaster**  -Mechanical systems - gears and cams Design and make a lift to escape from the lava (gears) OR a model to demonstrate an earthquake (cams). |  | **Crime and Punishment**  -Electrical systems (motors and voltage) Design and make a burglar alarm (buzzers – explore voltage to make the ‘alarm’ louder). |
| PE | **Gymnastics**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Swimming**  -Swim 25 – 50m unaided, demonstrate proficiency in a range of strokes.  -Perform safe self-rescue in different water-based situations. | | **Gymnastics**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Swimming**  -Swim 25 – 50m unaided, demonstrate proficiency in a range of strokes.  -Perform safe self-rescue in different water-based situations. | **Gymnastics**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Games**  -Display an understanding of fair play, working well with others and leading a large group  -Field, defend and attack tactically by anticipating and reacting to the direction of play.  -Utilize new skills in competitive situations, as an individual or part of a team. | **Gymnastics**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Games**  -Display an understanding of fair play, working well with others and leading a large group  -Field, defend and attack tactically by anticipating and reacting to the direction of play.  -Utilize new skills in competitive situations, as an individual or part of a team. | **Parkour**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Dance**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. | **Parkour**  -Use knowledge of the relationship between the body and exercise to improve all fitness components.  -Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.  -Create complex, demanding and well executed sequences containing a variety of gymnastic components.  **Athletics**  Utilize knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles). |
| Music | **Happy**  In greater depth and with conﬁdence:  **Listen & Appraise**  – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss all dimensions of music.  Musical Activities –  ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - create your own responses, melodies and rhythms.  ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform & Share – Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | | **Jazz 2**  Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss all dimensions of music.  Musical Activities –  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - create your own responses, melodies and rhythms.  ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform & Share – Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **A New Year- Carol**  Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss all dimensions of music. Musical Activities –  ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.  ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Perform & Share – Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Music and Identity**  ● To choose three or four other songs and be able to talk about:  ○ The style indicators of the songs (musical characteristics that   give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they   are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  To sing with awareness of being ‘in tune’.  Select and learn an instrumental part that matches their musical   challenge, using one of the differentiated parts – a one-note, simple   or medium part or the melody of the song from memory or using   notation.  Notation: recognise the connection between sound and symbol.  To discuss and talk musically about it – “What went well?” and “It   would have been even better if...?” | **You’ve Got- A Friend**  Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss all dimensions of music. Musical Activities –  ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.  ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Perform & Share – Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Reflect, Rewind & Replay**  Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss all dimensions of music. Musical Activities –  ● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.  ● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation - create your own responses, melodies and rhythms.  ● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform & Share – Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. |
| RHSE | **Making friends online**  -that for most people the internet is an integral part of life and has many benefits.  -about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  -why social media, some computer games and online gaming, for example, are age restricted.  -that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  -how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  where and how to report concerns and get support with issues online | | **Same-sex relationships**  -That families are important for children growing up because they can give love, security and stability.  -the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  -that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  -that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | **Alcohol**  -The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | **Stealing**  -how important friendships are in making us feel happy and secure, and how people choose and make friends.  -the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  -that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | **Worry**  -that mental wellbeing is a normal part of daily life, in the same way as physical health.  -that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  -how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  -how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  -the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  -simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  -isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  -that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  -where and how to seek support (including recognising 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 (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | **Conception**  -Explain the term conception and reproduction.  -Describe the function of the female and male reproductive systems.  -Identify the various ways adults can have a child.  -Explain various different stages of pregnancy.  -Identify the law around consent. |
| Languages | **Masculine nouns e.g.**  un abricot, un bison, un cerf, un chapeau, un château, un citron, un corbeau, un crabe, un crapaud, un dauphin, un drapeau, un écureuil, un pigeon, un garçon, un géranium, un guépard, un hanneton, un hérisson, un héron, un hibou, un kangourou, un koala, un marteau, un moineau, un poney, un requin, un seau, un serpent, un scorpion,un taureau, un train, un wapiti .  **Feminine nouns e.g.**  une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une groseille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.  **Verbs in the infinitive form :**  Siffler  ronfler  se cacher  se promener  lire  dormir  **Conjugated forms in the présent**  **(present tense)** :  il/elle siffle ; ils/elles sifflent  il/elle ronfle ; ils/elles ronflent  il/elle se cache ; ils/elles se cachent  il/elle se promène ; ils/elles se promènent  il/elle lit ; ils/elles lisent  il/elle dort ; ils/elles dorment  Conjugated forms in the imparfait  **(imperfect tense) :**  il/elle sifflait ; ils/elles sifflaient  il/elle ronflait ; ils/elles ronflaient  il/elle se cache ; ils/elles se cachaient  il/elle se promenait ; ils/elles se  promenaient  il/elle lisait ; ils/elles lisaient  il/elle dormait; ils/elles dormaient | | | **Conjugated forms in the passé composé (perfect tense):**  j’ai/ tu as/ il a/ elle a entendu j’ai/ tu as/ il a/ elle a vu  **Conjugated forms of aller as part of le futur proche (near future tense**): je vais/ il va/ elle va + infinitive  **Adverbs of place/ sentence starters** e.g. dans la rue dans les bois dans la forêt derrière un Buisson  **Adverbs of time** Aujourd’hui Hier Ce matin Cet après-midi Ce soir Le week-end dernier La semaine dernière À (+ clock time) Il y a une demi-heure Le week-end prochain La semaine prochaine Dans une demi-heure  **Negative adverbs** ne…pas, ne…jamais  **Asking questions**, e.g. Qui tricote ? Que fait le cochon ? Que font les hannetons ? Qu’est-ce que tu as vu ? Qu’est-ce que tu as entendu ? Qu’est-ce que | | **Telling the time - analogue clock** Quelle heure est-il ? Il est une heure, deux heures, trois heures, etc … cinq, … dix, … et quart, … vingt, … vingt-cinq, … et demie, … moins vingt-cinq, … moins vingt, … moins le quart, … moins dix, … moins cinq. Il est midi, il est minuit… et demi.  **Relative pronoun** qui (e.g. un cochon qui chante)  **Times Tables Revision** of 2x, 3x, 5x, introduction of 10x, 4x, 6x  **Numbers 61 - 100** 61 - 70 soixante et un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf, soixante-dix. 71 - 80 soixante et onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts. 81 - 90 quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, quatre-vingt-quatre, quatre-vingt-cinq, quatre-vingt-six, quatre-vingt-sept, quatre-vingt-huit, quatre-vingt-neuf, quatre-vingt-dix. 91 - 100 quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent. | |