Whitley Abbey Primary School

Hand in hand we learn

Year 6 Curriculum

Our Curriculum Drivers			
Possibilities	**Reading and Vocabulary**	**Wellbeing**	**Citizenship**
Our curriculum is designed to promote aspirations; to allow pupils to make connections between what is learnt in the classroom and open-up possibilities for them in later life. Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote pupil's wellbeing and resilience through the Thrive approach and Whitley Character Values. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When pupils feel safe they are able to better access learning in the classroom.	Our curriculum is designed to prepare the children to take their place successfully in a changing world. It focuses on the importance of citizenship on a local and global scale through the development of the core transferable skills of collaboration, communication, resourcefulness and reflection. Through learning and understanding the school values of friendship, kindness, courage, resilience, gratitude and honesty alongside the British Values children are better prepared to become successful citizens.

Curriculum Organisation

The curriculum lies at the heart of education and at Whitley Abbey Primary School, it is planned to meet the needs of the diverse school community placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, responsible citizens who care for others and the world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledeg they need to help to immerse in the experience and to bring their learning to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study for the National Curriculum 2014 and allows for children to learn from exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

YEAR 6 – HISTORY

	Term	Autumn	Spring	Summer
History	**Deliberate Practice (Skills)**	• **develop a chronologically secure knowledge and understanding of British, local and world history,** • establishing clear narratives within and across the periods they study. • note connections, contrasts and trends over time • **develop the appropriate use of historical terms**. • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • **understand how our knowledge of the past is constructed from a range of sources.**		Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century, chronological order.
	Knowledge Assessment questions:	**Maya** **Assessment Questions:** • Do children know where the Maya lived and when they were around? • Can children say how they lived, their beliefs and practices eg. hierarchy in society, what they ate, their writing, number system and calendars, how they built their cities, their gods etc.? • Can children name some of the contributions the Mayans to the world? • Can children use a range of sources of information? • Can children place these time periods on a time-line? • Can children place key events in chronological order?	**WW2 – Alan Turing - The Blitz Local Study** **Assessment Questions:** • Do children know the dates of WW2 -1939-1945? • Can children say the reasons for starting the war how it ended? • Can children name the allies on each side of the war and some of the countries they consisted of? • Can children say which allies won and why? • Can children explain the role of Winston Churchill in winning the war? • Can children place some key events during this period in a timeline? • Do children know some key dates and vocabulary associated with this period eg. rationing, air raids? • Do children recognise that Britain had help from all its colonies including people of black race to win the war? • Can children say the impact of the war on the world including Coventry? • Can children use a range of sources of information? • Can children place these time periods on a time-line? • Can children place key events in chronological order?	
	Vocabulary	**Key Vocabulary** ancient, Central America, civilisation, hieroglyphics, pyramids, astronomy, architecture, Hierarchy, Maya, Mayan, calendar, religion, Hieroglyphs, droughts, ritual, jaguar, scribes, codices, codex, maize, Cacao bean, underworld, upper world, middle world, logograms, human sacrifice, Mesoamerica.	**Key Vocabulary** Adolf Hitler, air raid, Anderson shelters, United Nations (UN), evacuation, evacuees, Blitz, world war, air raid shelters, allied powers, axis powers, Anne Frank, black out, Battle of Britain, D-Day, atomic bomb, concentration camp, Nazi, holocaust, gas mask, Morrison shelter, propaganda, home front, active service, refugee, V-E Day, rationing, spitfire, Winston Churchill, treaty of Versailles, genocide, evacuate, military, persecute, conscription, civilian.	

YEAR 6 – GEOGRAPHY

	Term	Autumn	Spring	Summer
Geography	**Deliberate Practice (Skills)**	• **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** • **use the 8 points of a compass** • Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) • use fieldwork to observe, measure record and present the human and physical features in the local area • use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies		Deliberate Practise Vocabulary: Map, digital/computer mapping, physical and human features, North, South, East and West **Plan, atlas, globe, place, compass, North, South, East and West,North East, South East, North West,**
	Knowledge Assessment questions:	**Mexico and UK** **Assessment Questions:** • Can children use maps/atlases/globes/digital maps to name and locate *a number of North American countries*? • Can children identify and use the 8 points of a compass? • Can children use 6 figure grid references, symbols and keys on a map? • Can children identify the key differences between living in the UK and Mexico? • Can children talk about time zones and work out differences? • Can children present the recorded data using a range of methods? • Can children identify and compare the human features between the UK and Mexico? • Can children identify and compare the physical features between the UK and Mexico?	**Frozen Kingdoms** **Assessment Questions:** • Can children use maps/atlases/globes/digital maps to name and locate *biomes*? • Can children explain what is meant by biomes? • Can children explain the features of different biomes? • Can children use maps/atlases/globes/digital mapping to locate and name some of the world's deserts? • Can children identify and use the 8 points of a compass? • Can children use 6 figure grid references, symbols and keys on a map? • Can children use graphs to record features such as the effect of global warming? • Can children describe the effect of global warming? • Can children name some ways in which they can help to prevent global warming?	**Local Area and Region / Biomes** **Assessment Questions:** • Can children name the five major types of biomes? • Can children name some of the subcategories of biomes? • Can children describe how some animals have adapted to living in their biome? • Can children name some of the challenges for humans in each biome? • Can children locate biomes on a world map? • Can children describe ecosystems? • Where are deserts mainly located? **Field Study – May be combined with residential trip** • Can children use maps/digital maps to locate a region? • Can children identify and use the 8 points of a compass? • Can children plan and follow a route using 8 points of a compass? • Can children use 6 figure grid references, symbols and keys on a map, including OS maps? • Can children collect, measure and record fieldwork data? • Can children present the recorded data using a range of methods? • Can children debate the advantages and disadvantages of our region? • Can children suggest ways to improve our local environment?
	Vocabulary	Northern hemisphere, latitude, lowlands, agriculture, predominant, sub-tropical zones, temperate zones, colonised, indigenous, populous, sparsely, metropolitan, pesticides. Time zones, Greenwich mean time, international date line.	Climate Change, human pollution, Endurance Antarctic Expedition. Explorer, Equator ,Expedition Global Warming, Southern Hemisphere , Pack Ice, Pollution	Urban centre, grid references, ordnance survey, scale, local, regional, national, international, local links: technology, environment, trade, community, culture/leisure, transport. Inhabit, terrestrial, aquatic, climate, Biomes, tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah

YEAR 6 – SCIENCE

	Term	Autumn	Spring	Summer
Science	**Deliberate Practice (Skills)**	• **plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** • **take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate** • **record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and line graphs** • **use test results to make predictions to set up further comparative and fair tests** • **report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations** • **identify scientific evidence that has been used to support or refute ideas or arguments** **Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.** Deliberate Practise Vocabulary: Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, dependant variable, independent variable, research, experiment, theory, conclusion, analysis, findings.		
	Knowledge Assessment questions:	**Evolution and inheritance** **Assessment Questions:** • Do children recognise that animals produce offspring that are like themselves? • Do children understand the term 'inherit'? • Can children explain why variation in offspring occurs? • Can children describe the conditions of an environment? • Can children identify characteristics which help an organism to be well suited to its environment? • Do children understand why different organisms in the same environment may have different characteristics? • Do children know that not all inherited characteristics are advantageous? • Can children explain why advantageous characteristics are more likely to be passed from generation to generation? • Do children understand that whole species can evolve in this way? • Do children know that our understanding of process of evolution has developed over time? • Can children share what they have learned about the life and work of Charles Darwin?	**Electricity - Benjamin Franklin** **Assessment Questions:** • Do children know what the main components of a circuit are? • Do children recognise what the difference between a series and a parallel circuit is? • Can children draw and/or construct working circuits? • Do children know that the brightness of a bulb or the speed of a motor can be changed in a circuit? • Do children know that the brightness of a bulb or speed of a motor depends on how much power is supplied to each component? • Do children know that bulbs and motors will blow out if too high a voltage is used? • Do children know why symbols are used to draw circuit diagrams? • Can children recognise the symbols for various common circuit components? • Do children know that the brightness of the bulb in a circuit can be altered by changing the wires? • Can children suggest questions to investigate, decide what to do and what equipment to use to test the question? • Can children recall information they have found out about circuits and electricity?	**Light** **Assessment Questions:** • Are children able to identify light sources and describe how light travels? • Can children use their knowledge of how light travels to explain how a shadow is created? • Can children explain why a shadow takes the shape of the object casting it? • Can children give a clear, scientific description of translucent, transparent and opaque and how this property affects an object's shadow? • Are children able to describe and explain how an object's shadow can be manipulated? • Can children make informed conclusions from their investigations? • Can children name the parts of the eye? • Can children describe what the main parts of the eye do to help us see? • Do children understand that without light, we cannot see? • Can children name the parts of the eye and briefly describe what the main parts do? • Can children complete a diagram to show how light allows us to see an object? • Do children understand that all objects reflect an amount of light? • Can children give a scientific definition of the word 'reflect'?	**Living things and their habitats** **Assessment Questions:** • Do children know that organisms can be grouped according to their characteristics? • Can children describe the characteristics of different classifications of animals? • Can children match animals to their group according to their characteristics? • Can children classify organisms according to broad characteristics? • Can children find ways to distinguish between organisms that are similar? • Can children use appropriate scientific vocabulary to describe organisms and their features? • Do children know that plants can be sorted into groups according to their characteristics? • Do children know who Carl Linnaeus is and how he contributed to science? • Do children know that animals can be assigned to specific groups based on their characteristics? • Can children give reasons for why classification systems are important? • Do children know what micro-organisms are? • Do children know that micro-organisms can be classified into groups?	**Animals including humans/ Body Health SRE** **Assessment Questions:** • Do children know that in order to be healthy we need a balanced diet which includes different food groups? • Can children name some of the different food groups? Do children know which types of foods are included in different food groups? • Do children know why each different food group is important for a healthy lifestyle? • Do children know that the circulatory system transports blood and nutrients to the different parts of the body? • Can children describe how the circulatory system works? • Can children record their own resting pulse rate accurately? • Can children describe the functions of the heart? • Can children investigate how the heart is affected through exercise and draw conclusions? • Do children know that hearts need to have exercise to stay healthy? • Do children know that muscles work in pairs to move different parts of the skeleton? • # Do children know that when muscles exercise they need an increased flow of blood because the muscles are working harder? • Can children explain why their pulse rate increases when they exercise? • Do children know that drugs affect the way the mind or body works?

		• Do children understand that fossils help us to find out about animals from the past? • Do children understand that a species can change over time due to mutations? • Do children understand that a species can change over time due to external factors such as competition from other species, disease or climate change? • Do children know that primate species (including humans) have changed over time? • Can children explain some ways in which human behaviour has changed the characteristics?	• Can children answer questions to demonstrate their knowledge? • Can children convey knowledge of circuits in a variety of ways?	• Do children understand that the angle of incidence is equal to the angle of reflection? • Can children think of examples of how angled mirrors can be used in different ways? • Can children give a brief description of what happens to light when it's refracted? • Are children able to differentiated between if an object will reflect or refract light? • Can children give some examples of objects which use refraction in a useful way? • Do children understand that white light can be split into a spectrum of seven colours?	• Do children understand that some micro- organisms can be harmful and others can be helpful?	• Do children know that some drugs are beneficial even though they may have unpleasant side effects? • Are children aware of some of the negative effects of tobacco and alcohol on the body? • Can children describe the impact that diet has on the body? • Can children describe why exercise is important for a healthy lifestyle? • Can children describe the harmful effects some drugs can have on the body? **Body Health (SRE)** **Medway SRE**
	Vocabulary	Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, species, climate, mutation ,survival of the fittest	Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell	Refraction, Reflection, Light, Spectrum, Rainbow, Colour, eye, pupil, iris, cornea, lens, optic nerve, brain, shadow	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects	Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration, toxin, muscle

YEAR 6 – ART

	Term	Autumn	Spring	Summer
Art	**Deliberate Practice (Skills)**	• **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]** **Art Transitional Unit:** **Create a portrait in the style of Lichenstein.** • Can children comment on the work of other artist giving an opinion? • Can children identify techniques used? • Can children create a self-portrait in the style of a well-known artist?		**Deliberate Practise Vocabulary: Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.**
	Knowledge Assessment questions:	**Mayan Art through Pointillism** **Assessment Questions:** • Can children comment on the work of other artist giving an opinion? • Can children comment on the materials and techniques used by an artist? • Can children identify similarities and difference between pieces of work? • Can children evaluate their own work and the work of others? • Can children take inspiration from different time periods and cultures? • Can children identify pointillism? • Can children use the technique of pointillism to create their own representations of objects? • Can the children comment on Mayan arts? • Can the children create patterns in the style of Mayan art? • Can the children add colour to their work using pointillism as a technique for a section? • Can children combine media to create a final piece? smART Class: Collage animals (elementaryartfun.blogspot.com) Georges Seurat	**Graphic Inky Still Life / Exploring Still Life with Carbon Paper (links to object of WW2)** **Assessment Questions:** • Can children comment on the work of other artist giving an opinion? • Can children comment on the materials and techniques used by an artist? • Can children identify similarities and difference between pieces of work? • Can children evaluate their own work and the work of others? • Can children take inspiration from different time periods and cultures? • Can children make observational drawing of bottles in their sketchbooks? • Can children use techniques to give an image depth – tone and shade? • Can children explain the term cubism? • Can children make links between this form of art and the war? • Can children use drawing to represent objects in different ways – still life, sketching, cubism, and any other technique learnt? • Can children identify perspective? • Can children apply prior learning? (drawing techniques) • Can children represent 3D objects in 2D • Can children develop use a colour wheel to create different tones and contrasting colours. • Can children use a flat brush to apply tones of paint in order to create a shaded effect? • Can children use a range of media- ink, paint, pencil, charcoal, chalk, pastel? • Can children create their own 3D bottle using inks (Final Piece)? • Can children draw a still life using carbon paper in the cubist style? https://www.warhistoryonline.com/world-war-ii/modern-art-helped-allies-win-world-wars.html https://www.accessart.org.uk/graphic-inky-still-life/ https://www.accessart.org.uk/still-life-drawing-in-a-cubist-style/ **Pablo Picasso, Marie Laurencin** Drawings of inventions by Leonardo Di Vinci.	**Exploring Portraits / Page to Panel: Exploring Manga** **Assessment Questions:** • Can children comment on the work of other artist giving an opinion? • Can children comment on the materials and techniques used by an artist? • Can children identify similarities and difference between pieces of work? • Can children evaluate their own work and the work of others? • Can children take inspiration from different time periods and cultures? • Can children talk about the origins of Manga? • Can children identify the features of Manga drawings? • Can children talk about the conventions of manga drawing for example- body proportions? • Can children describe the conventions applied to portraits in Manga style? • Can children create a self portrait using the conventions of Manga? ***Manga Art*** Hikaru no Go, by Yumi Hotta and Takeshi Obata ***Roy Lichtenstein- Pop Art*** https://www.accessart.org.uk/page-panel-how-to-make-manga-irina-richards/
	Vocabulary	Pointillism, technique, distinct dots, pattern, form, patterns to form an image. Divisionism, interact optically, impressionism, illusion.	Traditional, Modern, Abstract Imaginary, Natural, Made, Composition, Arrangement, Complimentary, Tonal, Shading Pattern, Rotation Reflection, Repetition Still life, cubist, cubism, ink	Manga, Stylised, Draw, Sketch, Proportion, Shade, Japanese, choppy, angular, rounded, anatomy, guideline, perspective.

YEAR 6 – DESIGN AND TECHNOLOGY

	Term	Autumn	Spring	Summer
DT	**Deliberate Practice (Skills)**	• 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** 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** • understand how key events and individuals in design and technology have helped shape the world Technical knowledge • 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] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.		Deliberate Practise Vocabulary: product analysis, target audience, design decisions, authentic, design specification, prototype, mock up, functionality, final product, formulate, research questionnaire
	Knowledge Assessment questions:	**Steady Hand Game** **Assessment questions:** https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/electrical-systems-steady-hand-game/assessment-dt-y6-electrical-systems-steady-hand-game/ • Can the children analyse a product? • Can the children identify a series circuit and name the components within it? • Can the children name and identify an LED, buzzer, wire, battery pack? • Can the children say what the term 'fit for purpose' mean?	**Design a waistcoat** **Assessment questions:** https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/textiles-waistcoats/assessment-dt-y6-textiles-waistcoats/ • Can the children explain what an objects form is? • Can the children say what a template is and why it is important for making a garment? • Can the children say what fabric is and name some different types of fabric? • Can the children explain the suitability of fabrics for different purposes? • Can the children describe the properties of some fabrics? • Can the children explain the importance of being accurate when measuring to make a garment? • Can the children explain what is meant by a target audience? • Can the children join two pieces of fabric together to create a seam? • Can the children offer advice to others making a waist coat?	**Air-raid shelter/preparing light meal** **Assessment questions:** https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-6/structure-playgrounds/assessment-dt-y6-structures-playgrounds/ • Can the children suggest ways to make a structure stronger? • Can the children explain why making a prototype is so important? • Can the children describe the properties of some common materials? • Can the children explain the importance of modifying a prototype to make improvements? Can the children work safely with a variety of tools?
	Vocabulary	Assemble, battery, battery pack, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design criteria, evaluation, function, insulator, LED, magnetic field, net, drawing, plan, prototype, series circuit, steady hand, target audience, test, top view, wire cutters	Accurate, adapt, annotate, design criteria, detail, fabric, fastening, knot, properties, running stitch, seam, sew, shape, target audience, template, thread, waist coat, waterproof	Adapt, design, design brief, cladding, evaluation, feedback, landscape, mark, measure, materials, planning, prototype, reinforce, strong, structure, texture, weak, strong, corrugated

YEAR 6 – COMPUTING

	Term	Autumn	Spring	Summer
Computing	**Deliberate Practice (Skills)**	• **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** • **use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content** • **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; identify a range of ways to report concerns about content and contact**		**Deliberate Practise:** **Responsible online communication** **Informed choices** **Virus threats** **Blogs** **Messaging** **Cyber bullying**
	Continuous provision	Our computing curriculum aims to explicitly teach Computer Science Skills. Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.		
	Knowledge Assessment questions:	**National Online Safety Unit – Online Bullying** **Assessment Questions:** • Can children identify and critically evaluate online content? • Can children explain why it is important to challenge and reject inappropriate representations online? • Can children explain how to keep themselves safe in a digital world? **Unit 6.6** • Can children explain the difference between the Internet and the World Wide Web and give examples? • Can children show all the things they use the internet for? • Can children explain what a WAN and LAN are? • Can children describe how they access the internet at school? • Can children describe the hypothetical connections their device makes?	**National Online Safety Unit – Privacy and security** **Assessment Questions:** • Can children identify and critically evaluate online content? • Can children explain why it is important to challenge and reject inappropriate representations online? • Can children explain how to keep themselves safe in a digital world? **Unit 6.1** • Can children turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using coding structures? • Can children design a program using 2Code? • Can children translate algorithms that include sequence, selection and repetition into code? • Can children utilize nesting structures within their code? • Can children plan, design and create a program that includes variables relating to timing and scoring along with buttons which launch other programs? • Can children organise their code using multiple tabs? • Can children use functions within their code to eradicate unnecessary code such as shape creation? • Can children's coding display an understanding of the function of variables in coding? • Can children 'read' code and predict what will happen in a program? • Can children make logical attempts to put the separate parts of a complex algorithm or program together to explain the program as a whole? Can children demonstrate a secure understanding of the impact of changing the position of instructions within 2Code?	**National Online Safety Unit – Managing online information** **Assessment Questions:** • Can children identify and critically evaluate online content? • Can children explain why it is important to challenge and reject inappropriate representations online? • Can children explain how to keep themselves safe in a digital world? **Unit 6.9** • Can children explain the benefits of collecting data online? • Can children locate frequently used functions and tools and know how to find the functions that they need? • Can children use a spreadsheet to carry out basic calculations including all the operations using formulae? • Can children use tools such as series fill exist and make use of the assistance they provide? • Can children incorporate formulae for percentages, averages, maximum and minimum into their spreadsheets? • Can children draw conclusions from spreadsheet data? • Can children use graphic functionality within a spreadsheet program to make their data clearer and use this to answer questions?
	Vocabulary	Internet, World Wide Web, WAN, LAN, Network, Connections, devices.	Algorithm, abstraction, decomposing, program, sequence, selection, repetition, nesting structures, variables, timer, scoring, launch, buttons, tabs, functions, code.	Data, online, functions, tools, spreadsheet, calculations, series fill, formulae, formula, percentages, averages, conclusions, graphic functionality, program.

YEAR 6 – RELIGIOUS EDUCATION

	Term	Autumn	Spring	Summer
RE	**Deliberate Practice (Skills)**	• **Develop tolerance and respect and show empathy and understanding for the beliefs and practices of others** • **To be able to debate ideas, values and ideologies demonstrating respect for those that differ to their own.**		Deliberate Practise Vocabulary: Tolerance, empathy, democracy, equality, practices, debate, interpretation
	Knowledge Assessment questions:	**Assessment Questions:** **Autumn 1: What does it mean to be a Muslim in Britain today? (part 2)** • Can the children explain the significance of the holy Qur'an to Muslims? • Can the children explain other guidance which is significant to Muslims? • Can children compare the guidance they are given in their life with that guidance given to a Muslim? • Can the children make links between the main functions of a mosque and Muslim beliefs? **Autumn 2: What difference does it make to believe in Ahimsa, Grace and/ or Ummah?** • Can children make connections between beliefs and practices in different religions? • Can children explain the beliefs in Ahimsa, Grace and Ummah? How are they similar? • Can the children discuss challenges that people face being a Hindu, Christian or Muslim in Britain today? • Can the children recognise the similarities and differences between behaviour in different faiths?	**Assessment Questions:** **Is it better to express yourself in art and architecture then charity and generosity?** • Can the children describe religious creativity – buildings and art? • Can the children express their own views on religious creativity? • Can the children show an understanding of the value of sacred buildings and art? • Can the children suggest reasons why some believers see generosity and charity as more important than buildings and art? • Can children link messages from sacred writings (scriptures) to the title question?	**Assessment Questions:** **What do religions say to us when life gets hard?** • Can children give examples of how and why religion can help believers when times are hard? • Can the children give a brief explanation of Christian, Hindu and non-religious beliefs about life after death? • Can the children recognise similarities and differences between the beliefs about life after death? • Can the children explain why Christians and Humanists have different ideas about afterlife?
	Vocabulary	**Autumn 1:** Mosque, five pillars, purpose, Qur'an, Hadith, Sunnah, value, Prophet Mohammed, Muslim community – Ummah. **Autumn 2:** Ahimsa (harmlessness), Grace, Ummah. Forgiveness, karma, zakat (the 3rd pillar of Islam). commitment.	Religious creativity. generosity, charity, scriptures, debate.	Sense of purpose, prayer, hardship, solutions, death, salvation, heaven, reincarnation, suffering, comfort, afterlife, respect, acceptance.

YEAR 6 – PHYSICAL EDUCATION

	Term	Autumn	Spring	Summer
PE	**Deliberate Practice (Skills)**	• **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** • **develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]** • **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.**		Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance, agility, co-ordination, team, attack and defend, technique, control, flexibility, personal best.
	Knowledge Assessment questions:	**Assessment Questions:** **Dance** • Can children evaluate and improve a dance performance? • Can children name the muscles/body parts that they need to warm up and cool down for dance? • Can children respond to a stimulus to create movement patterns? **Gymnastics** • Can children make up a sequence and adapt it dependent on apparatus? • Can children use combinations of dynamics to use space? • Can children plan a sequence? • Can children identify the benefits of gymnastics? • Can children set out and do risk assessments based on equipment? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body?	**Assessment Questions:** **Invasion Games** • Can children explain what is meant by attacking and defending? • Can children explain or show different ways to attach and defend? • Can children talk about formation and tactics? • Can children support their team? • Can children explain how to get ready for a game? E.g. warm up, right clothing and footwear, equipment needed. • Can children explain the benefits of exercising or playing an invasion game? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body?	**Assessment Questions:** **Athletics** • Can children perform an action and get a consistent result? E.g. run 100m in a set time, jump a certain distance, throw an object a certain distance. • Can children sustain pace over longer distance? • Can children show you a controlled throw and jump? • Can children identify why exercise is beneficial? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body?
	Vocabulary	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield Ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate running, throwing and jumping, pace, even, unevenly, targets, events, athletic performance, strengths, refined, power, stamina, efficiency.

YEAR 6 – MUSIC

	Term	Autumn	Spring	Summer
Music	**Deliberate Practice (Skills)**	• **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.**		**Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo.**
	Knowledge Assessment questions:	**Assessment Questions:** **Unit 1 – *Happy* - To learn about how music can make us feel happy** • Can children Identify the structure of the piece? • As above with naming the instruments? • As above with finding the pulse? • Can the children show awareness of changes in tempo and dynamics?	**Assessment Questions:** **Unit 2 – Classroom Jazz 2 - To continue to know about jazz, improvisation, and swing music (from Year 5)** • Can children Improvise in *Bacharach Anorak* C, D, E? • Can children improvise in *Bacharach Anorak* C, D, E, F, G? • Can children improvise in *Bacharach Anorak* C, D, E, F, G and C? • Can children improvise in different styles?	**Assessment Questions:** **Unit 4 – *You've Got a Friend* - To know about 70's ballads through the music of Carole King** • Can children perform the easy part: G, A + B by ear and from notation? • Can children perform the medium part: C, D, E + F by ear and from notation? • Can children perform the harder part: D, E, F, G, A, B + C by ear and from notation? • Can children describe the 70's ballad as a style?
	Vocabulary	**Unit 1 -** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo	**Unit 2 -** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	**Unit 4 -** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

YEAR 6 – FRENCH

	Term	Autumn	Spring	Summer
French	**Deliberate Practice (Skills)**	• **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**		Deliberate Practise Vocabulary (in French): Hello, goodbye, other simple greetings, listen, look, yes, no, I like, I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like, well done, excellent.
	Knowledge Assessment questions:	**Notre école – Stage 4** **Assessment Questions:** • Can children describe a school in French? • Can children understand a timetable and give information about it in French? • Can children name places at school and describe what takes place there? • Can children understand and use voici, voilà, ici and là? • Can children understand and give the time using minutes past and can the hour? • Can children understand descriptions of people and describe others? • Can children define an infinitive and understand their role in grammar? • Can children conjugate some -er verbs in the present tense?	**Le passé et le present – Stage 4** **Assessment Questions:** • Can recall vocabulary from previous units: clothes, places, food and directions? • Can children understand and give directions, and explain where something is? • Can children understand information about past and present tense? • Can children give an opinion (about clothes and shopping, foods)? Can children describe one's clothes including colour? • Can children use the French verb porter can talk about others' clothing	**Quoi de neuf? – Stage 4** **Assessment Questions:** • Can children understand announcements about TV programmes? • Can children understand and give times using the 24-hour clock? • Can children understand, give and discuss opinions about programmes and articles? • Can children understand and give reasons for opinions • Can children work with others? • Can children script and take part in a mock TV programme? • Can children celebrate French learning with classmates?
	Vocabulary	la salle de classe the classroom l'entrée principale (f.) the main entrance la cour the playground le terrain de sport the sports field Je cherche ... I'm looking for ... Je cours. I run/I'm running. Je travaille. I work/I'm working. ici here là there Voici here it is Voilà there it is il est deux heures et quart it's quarter past two il est deux heures moins it's quarter can two le quart il est deux heures cinq/ it's five/ten/twenty/ dix/vingt/vingt-cinq twenty-five past two il est deux heures moins it's five/ten/twenty/ cinq/dix/vingt/vingt-cinq twenty-five can two le déjeuner lunch(time) le professeur the teacher (general term) le maître, la maîtresse primary school teacher Il/Elle a ... He/She has ... la grande salle the hall la bibliothèque the library la cuisine the kitchen le bureau the office le parking the car park la salle des profs the staffroom la maternelle the infant school	une limonade a lemonade une eau minérale a mineral water un jus d'orange an orange juice un verre de coca a glass of cola un chocolat chaud a hot chocolate un café a (black) coffee un café au lait a coffee with milk une tasse de thé a cup of tea un paquet de chips a packet of crisps une portion de frites a portion of chips une glace au chocolat a chocolate ice cream une glace à la fraise/ a strawberry/vanilla à la vanille ice cream Vous désirez? What would you like? C'est combien? How much is it? Bon appétit! Enjoy you	la météo the weather forecast la mode fashion (fashion pages of a magazine) la cuisine cookery (cookery pages of a magazine) C'est beau. It's beautiful. C'est intéressant. It's interesting. C'est ennuyeux. It's boring. C'est dégueulasse. It's disgusting. C'est trop long. It's cano long. car as, since, because à mon/son avis in my/his/her opinion l'actualité (f.) the news (current affairs section of a magazine) la page télé the TV page

YEAR 6 – PSHE

	Term	Autumn	Spring	Summer
PSHE	**Deliberate Practice (Skills)**	• **understand the importance of positive and healthy relationships** • **understand the importance of respecting others and of self respect.** • **understand the Whitley Values and British Values and how we should use these in our lives.** • **understand what consent is, how to give and refuse consent** • **understand the importance of physical health and mental wellbeing and** • **understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.** • **understand how to keep themselves safe and what to do if they feel unsafe.** • **understand the growth mind-set and mental health strategies they can use when they are struggling.**		Deliberate Practise Vocabulary: British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships, growth mindset, talent, skill,
	Knowledge Assessment questions:	**Relationships** **Assessment Questions:** • What does it mean to be attracted to someone and what different kinds of loving relationships are there? • Can people who love each other be of any gender, ethnicity or faith? • What is the difference between gender identity and sexual orientation? • What are the qualities of healthy relationships that help individuals flourish? • How do couples show their love and commitment to one another, including those who are not married or who live apart? • What does marriage and civil partnership mean? • Do people have the right to choose whom they marry or whether to get married? • Is it wrong to force anyone into marriage? • Where would you report forced marriage and who could you speak to if you were worried?	**Living in the Wider World** **Assessment Questions:** • What does prejudice mean? • How would you differentiate between prejudice and discrimination? • How would you recognise acts of discrimination? • What could you use to safely respond to and challenge discrimination? • How would you recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups? • How are stereotypes perpetuated and how can we challenge this? • What role does money play in people's lives? • What is value for money? • How can having or not having money impact on a person's health and wellbeing? • What risks are associated with money? Debt, fraud, gambling • How can money can be gained or lost? e.g. stolen, through scams or gambling and how these put people at financial risk • How should someone get help if they are concerned about gambling or other financial risks?	**Health and Wellbeing** **Assessment Questions:** • What is mental health and how can we look after it? • Can anyone have mental health struggles? Where can they get help and support? • What issues might effect the mental health of a young person? • Discuss the Thrive strategies they have learnt to support mental health • Describe strategies that help to deal with difficult feelings? • Know some life events may cause a change in a person's mental health? (death, divorce) • Know how to develop good sleep habits • Know why is it important that babies are conceived as part of a loving, committed relationship • Understand why intercourse should only happen as part of an intimate relationship between consenting adults • Understand how pregnancy occurs • Know how can pregnancy be prevented • What responsibilities and changes come with being the parent of a new baby? • Know why are age rating systems in place? For social media, tv, films etc • Explain the difference between a good drugs and bad drugs • Know some of effects of drugs • What are the laws relating to drug use? • Understand why some people choose to use/not use drugs such as alcohol, illegal drugs, nicotine? • Know where can people go to for support concerning drug and other addictions? • Understand mixed messages seen in the media relating to drug use and how they might influence opinions and decisions • Know how to prepare themselves for transition to secondary school and be able to discuss anxieties
	Vocabulary	Relationships: homophobia, Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian, Transgender Step families/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype Relationships Religions, Gay, marriage, civil partnership, faith, ethnicity, illegal, legal, resilience, kindness, friendship, respect, tolerance.	Living in the Wider World: stereotype, prejudice, discrimination, poverty, wealth, value, protected, loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers, poverty, budget, gambling, crime, reciprocity, team work, resourcefulness, courage, honesty, liberty, responsibility, resilience,	Health and Wellbeing: : Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice, wet dreams, , tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions, Mental health, mood, feelings, mind, strategies, support ,stigma ,discrimination, traumatic, mindfulness, journaling, exercise, fitness, responsibility, transition, apprehensive, excited, courage, gratitude, democracy, rule of law.