Whitley Abbey Primary School

Hand in hand we learn

Year 6 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	**Reading and Oracy**	**Health and Wellbeing**	**Celebrating Diversity**
Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence. .	Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence. Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.	Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.	Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment. We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development, oracy 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 our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and '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, healthy, responsible citizens who care for others in the diverse 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 knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum 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 from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	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 differe • construct informed responses that involve thoughtful selection and organisation of relevant historical • **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**		
	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?	**Britain Since 1930** **Assessment Questions** • 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? • Can children devise a historical question to research? • Can children construct informed responses to the information they gather? • Can children name some major events that occurred in Britain between 1930 and 1970? • Do children know that WW2 started in 1939 and ended in 1945? • Do children know that king George VI was the monarch from 1936 to 1952 and that he visited Coventry after the Blitz in 1940? • Do children know that in 1948 Britain hosted the Olympic games in London and why it was dubbed 'The Austerity Games'? • Do children know that the NHS was formed in 1948 and the significance of it? • Do children know about the Windrush generation – who they are, how, when and why they migrated to Britain? • Do children know that the reign of Queen Elizabeth II started in this period (1952)? • Do children know about the Bristol bus boycott? • Do children know the significance of the date 1966 in Football? That it was this date that England won the first ever world cup? • Do children recognise that Margaret Thatcher was the first female prime minister of Britain during this period – 1979- 1990? • *Do children know who Claudia Jones is and why she is significant?*
	Vocabular	ancient, Central America, civilisation,	Adolf Hitler, air raid, Anderson shelters, United	

	y	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.	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.	Great depression, NHS, decimalisation, World Cup, TV, Welfare State, Prime Minister, Falklands War, Common Market, Dole, Music – Popular Music, Transport, Cars industry, Manufacture.

	Term	Autumn	Spring	Summer
Geography	**Deliberate Practice (Skills)**	• **use maps, atlases, globes and digital/computer mapping to locate countries and describe featur** • **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 digi •		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**
	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? • Interpret data about Mexico to inform their understanding. • 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?	**Local Area and Region** **Assessment Questions** **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? • Can children suggest ways in which their city has changed from the past?	**Biomes** **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 name the five major types of biomes and locate some on a map? • Can children name some of the challenges for humans in each biome? • 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?
	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.	Urban centre, grid references, ordnance survey, scale, local, regional, national, international, local links: technology, environment, trade, community, culture/leisure, transport.	Climate Change ,human pollution, Endurance Antarctic Expedition.. Explorer, Equator ,Expedition Global Warming, Southern Hemisphere , Pack Ice, Pollution, Inhabit, terrestrial, aquatic, climate, Biomes, tropical rainforest, temperate deciduous forest, desert, tundra,

				taiga, grassland, savannah,
	Term	**Autumn**	**Spring**	**Summer**
Science	**Deliberate Practice (Skills)**	• **plan different types of scientific enquiries to answer questions, including recognising and contro** • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking rep when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tabl 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 expla 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,**
	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	**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?	**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	**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	**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?

		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? • 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?	• 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? • Can children answer questions to demonstrate their knowledge? • Can children convey knowledge of circuits in a variety of ways?	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'? • 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?	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? • 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** • **Do children know why is it important that babies are conceived as part of a loving, committed relationship?** • **Do Children understand why intercourse should only happen as part of an intimate relationship between consenting adults?** • **Do children Understand how pregnancy occurs?** • **Do children know how can pregnancy be prevented?** • **Do children know the names of the organs and body parts involved in conception?**
	Vocabulary	Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, species, climate, mutation ,survival of the	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

		fittest			
	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 a with a range of materials [for example, pencil, charcoal, paint, clay]**			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:	**Mexican Art (Folk 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? Georges Seurat https://www.pencilboxsupply.com/blog/2020/4/27/world-art-folk-art-sun-stone-from-mexico	**Images of War Cubism - 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 ? • 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? **https://blog.singulart.com/en/2019/09/23/soldiers-playing-cards-and-legers-unique-interpretation-of-wwii/** **Pablo Picasso, Marie Laurencin** ,Fernand Leger	**Exploring Portraits / Page to Panel: Exploring Manga (Transitional Unit)** **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 sel- portrait using the conventions of Manga? ***Manga Art*** Hikaru no Go, by Yumi Hotta and Takeshi Obata 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	Manga, Stylised, Draw, Sketch, Proportion, Shade, Japanese, choppy, angular, rounded, anatomy, guideline, perspective.	

	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 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 an 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 oth** • understand how key events and individuals in design and technology have helped shape the world Technical • 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 explain why making a prototype is so important? • 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' means? • Can children design and construct a game pitched at an identified age group? • Can children collect data on their target market? • Can children evaluate their designs and suggest modifications? • Can children create marketing materials to support their product?	**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? • Can the children work safely with a variety of tools? • **Can children design a balanced meal on a budget (rations)?** • **Can children use their knowledge of food groups and availability of food during the war?** https://www.bhjs.org.uk/wp-content/uploads/2020/03/DT-Food-and-rationing-project-weeks-commencing-23rd-30th-March.pdf Can children generate, develop and communicate their ideas through discussion and annotated sketches • Can children select from and use a wider range of tools and equipment to perform practical tasks • Can children understand and apply the principles of a healthy and varied diet? • Can children prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? • Can children evaluate their work and the work of others? https://www.bhjs.org.uk/wp-content/uploads/2020/03/DT-Food-and-rationing-project-weeks-commencing-23rd-30th-March.pdf	**Design a Pencil Case** **Assessment questions** • Can children make a prototype which can then create a pattern? • Can the children say what a template is and why it is important for making item? • 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 an item? • 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 pencil case? • Can children select a suitable fastening mechanism? • Can children evaluate their work?
	Vocabular	*Assemble, battery, battery pack, bulb, bulb*	*Adapt, design, design brief, evaluation, feedback,*	*Accurate, adapt, annotate, design criteria,*

	y	*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*	*planning, strong, hygiene, food group, cut, prepare, quantities.*	*detail, fabric, fastening, knot, properties, running stitch, seam, sew, shape, target audience, template, thread, waterproof*
	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 contac**t 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?** **6.2 website design** • To review an existing website and consider its structure • know that websites are written in HTML • To plan the features of a web page	**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?** **6.3 variables in games** • define a 'variable' as something that is changeable • identify examples of information that is variable and explain that the way a variable changes can be defined • identify that variables can hold numbers or letters • To explain why a variable is used in a program	**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?** **6.4 introduction to spreadsheets** • create a data set in a spreadsheet • collect data and suggest how to structure and enter data into a spreadsheet • choose an appropriate format for a cell

		• To consider the ownership and use of images (copyright) • To recognise the need to preview pages • add content to a web page • evaluate what my web page looks like on different devices and suggest/make edits. • outline the need for a navigation path I • make multiple web pages and link them using hyperlinks	• identify a program variable as a placeholder in memory for a single value • explain that a variable has a name and a value • recognise that the value of a variable can be changed • choose how to improve a game by using variables I can decide where in a program to change a variable • make use of an event in a program to set a variable • recognise that the value of a variable can be used by a program	• apply an appropriate format to a cell • explain that formulas can be used to produce calculated data • explain which data types can be used in calculations • construct a formula in a spreadsheet • calculate data using different operations • create a spreadsheet to plan an event
	Vocabulary	Website, browser, hypertext, HTML, logo, layout, header, media, copyright, fair use, navigation, hyperlink, embed	Variable, change, name, value, design, event, algorithm, code, task, project, debug, improve, assign.	**Data, structure, cell, spreadsheet, code, sigma, software, input, output**
	Term	**Autumn**	**Spring**	**Summer**
	Deliberate Practice (Skills)	• Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. · Pupils can engage in more confident quantitative and qualitative data analysis (such as looking at interpreting visitor data for Jerusalem). • Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. • Pupils can debate and discuss ideas from organised worldviews that are applied to current issues (such as what happens after we die and how our ideas about death and the afterlife can impact upon how humans live). • Pupils are developing an awareness of morality (such a karma in Sanatan Dharma)– gaining knowledge of values, ethics and deciding what these mean for them and for others. • Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). · Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. • Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art • Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews (in particular regarding sources of 'truth'). • Pupils can debate and discuss ideas (i.e. what truth is and where it can be found) from organised worldviews that are applied to current issues. • Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. • Pupils can confidently examine their own positionality (what do they understand as 'truth' and why) in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). Deliberate Practise Vocabulary: Worldviews Theology, Philosophy, Social and human science, discipline, concept		
	Layover Unit	Buddhist Traditions Enquiry Questions: • What was of central importance to the Buddha? • What is the significance of the Buddha and his life in Buddhist traditions? • Is it easy to be enlightened in this day and age?		
RE	**Knowledge Assessment questions:**	Unit U2.5 <u>Assessment questions</u> <u>How do beliefs and ideas about land shape the way human beings live</u>? • Do pupils know that religions and worldviews change over time and	Unit U2.6 <u>Assessment questions</u> <u>How might your world view impact on the way you understand death and beyond?</u> • Do pupils know whether an individual worldview can make a difference in the	Unit u2.7 <u>Assessment questions</u> <u>What is truth and where might it be found?</u> • Do pupils know that there are ways of interpreting texts that

		are shaped by people, places, the time/era, significant events and power dynamics? • Do pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews? • Do pupils know that worldviews are 'embodied' (specifically considering topics of slavery, colonisation and pilgrimage to sacred lands as events involving bodies). • Do pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time? (such as the Doctrine of Discovery). · • Do pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions? • Do pupils confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account? • Do pupils engage in more confident quantitative and qualitative data analysis? (such as looking at interpreting visitor data for Jerusalem). · • Do pupils plan for and execute sociological methods such as simple polling/surveying and interviewing • .Do pupils know that surveys and polls can reveal certain things about worldviews?	world? • Can pupils know that the ideas of philosophers past and present may provide a basis upon which people choose to live their lives? • Do pupils know that people have different ideas and beliefs about the self (e.g. soul/spirit and its relationship with the body), death, life after death and the supernatural/ spiritual? · Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews? • Do pupils know that religious art (such as that showing life after death or the concept of the afterlife) can interpret sacred texts and stories in different ways, revealing the worldview of the artist?	are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time (in particular, how an understanding of what 'truth' is has changed over time). • Do pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed. • Do pupils know that the ideas of philosopher's past (in particular, Socrates and Plato) and present may provide a basis upon which people choose to live their lives. • Do pupils know that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. • Do pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews (i.e. your 'truth' is shaped by where and when you were born). • Do pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews.
	Vocabulary	**How do beliefs and ideas about land shape the way human beings live?**	**Transcendence Soul Afterlife Heaven Paradise Reincarnation Rebirth Moksha Nirvana Funeral**	**Truth relative Salvation Freedom Vedas Dharma**
	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, cri netball, rounders and tennis], and apply basic principles suitable for attacking and defending • **develop flexibility, strength, technique, control and balance [for example, through** • 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**		
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.

Deliberate Practise Vocabulary: **run, jump (star, tuck, bunny hop, leap, hop, straight, half)**

Music

Term	Autumn	Spring	Summer
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 d 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

French

Term	Autumn	Spring	Summer
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 fam , 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,**
Knowledge Assessment	**Notre école – Stage 4** **Assessment Questions** • Can children describe a school in French?	**Le passé et le present – Stage 4** **Assessment Questions**	**Quoi de neuf? – Stage 4** **Assessment Questions**

	questions:	• 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	• 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 s 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	• 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

	Term	**Autumn**		**Spring**		**Summer**	
P S H	**Theme**	**Being Me in My World/ Celebrating Difference**		**Dreams and Goals/ Healthy Me**		**Relationships / Changing Me**	
	Knowledge Assessment questions:	*The children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school*	*The children discuss differences and similarities. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.*	*The children share their own and discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations.* · Know their own learning strengths · Know what their classmates like and admire about them · Know a variety of	*The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks. They also learn about mental health/illness.* · Know how to take responsibility for their own health · Know what it means to be emotionally well	*The children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about*	*he children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They learn about different relationships and the importance of mutual respect and not pressuring/being*

E		*and how they can contribute towards it.* · Know about children's universal rights (United Nations Convention on the Rights of the Child) · Know about the lives of children in other parts of the world · Know that personal choices can affect others locally and globally · Know own wants and needs · Be able to compare their life with the lives of those less fortunate · Demonstrate empathy and understanding towards others · Can demonstrate attributes of a positive role-model	· Know that people can hold power over others individually or in a group · Know that power can play a part in a bullying or conflict situation · Know that there are different perceptions of 'being normal' and where these might come from · Know that difference can be a source of celebration as well as conflict • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens	problems that the world is facing · Know some ways in which they could work with others to make the world a better place · Understand why it is important to stretch the boundaries of their current learning · Be able to give praise and compliments to other people when they recognise that person's achievements · Empathise with people who are suffering or living in difficult situations	· Know how to make choices that benefit their own health and well-being · Know that some people can be exploited and made to do things that are against the law · Know why some people join gangs and the risk that this can involve · Are motivated to care for their own physical and emotional health · Suggest strategies someone could use to avoid being pressured · Can use different strategies to manage stress and pressure	*communicating with friends and family in a positive and safe way.* • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being	*pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school and what they are looking forward to/are worried about and how they can prepare themselves mentally* Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine m onths of pregnancy • Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
	Vocabular	Ghana, West Africa,	Male, Female, Biological	Learning, Stretch, Personal,	Responsibility, Immunisation,	Mental health,	Negative body-talk,

	y	Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights	Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition	Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure	Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety	mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement