

Year 6 Long Term Planning 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Star of Fear, Star of Hope Themes: France, WW2, Holocaust, history, friendship.</p> <p>PSHE Link - To recognise and respond appropriately to a wider range of feelings in others. R1</p>	<p>Can We Save the Tiger? Themes: Threats to a variety of endangered species, conservation, animals, non-fiction.</p> <p>PSHE Link - To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. L1</p>	<p>The Selfish Giant Themes: Weather, religion, giant closes his garden off to the children until he realises winter will not leave without them.</p>	<p>Island: A Story of the Galapagos Themes: Science, animals, habitats, threats to nature, formation of volcanic islands.</p>	<p>Manfish Themes: biography of Jacques Cousteau, the sea, oceanography, paintings.</p>	<p>Sky Chasers Themes: adventure, pickpocketing, France, flying, ambition, perseverance, family.</p>
	<p>Outcome: Flashback story information text. Greater Depth: To write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account.</p>	<p>Outcome: Information/explanation/persuasion: hybrid text. Recount: diary. Greater Depth: Write a Newsround TV style story.</p>	<p>Outcome: classic narrative. Explanation. Greater Depth: Write a narrative from a different viewpoint.</p>	<p>Outcome: Recount: journalistic report (hybrid text) Greater Depth: Write a magazine article/hybrid text.</p>	<p>Outcome: Recount: biography. Fiction. Greater Depth: Add in a script commentary about role in conservation debate.</p>	<p>Outcome: Fiction: adventure story. Recount: autobiography. Greater Depth: Include a section written from the viewpoint of another person.</p>
	<p>Mastery Keys Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs. Link ideas across paragraphs using a wider range of cohesive devices. Integrate dialogue to convey character and advance the action. Information Text Use a colon to introduce a list. Punctuate bullet points consistently.</p>	<p>Mastery Keys Enhance meaning through selecting appropriate grammar and vocabulary. Use modal verbs and adverbs to indicate degrees of possibility. Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Mastery Keys Distinguish between the language of speech and writing. Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Use passive verbs. Use semi-colons to mark boundaries between independent clauses.</p>	<p>Mastery Keys Use passive verbs. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use a wide range of devices to build cohesion. Use organisational and presentational devices to structure text. Use colons to mark boundaries between independent clauses.</p>	<p>Mastery Keys Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation. Use a colon to introduce a list and use semi-colons within lists. Use hyphens to avoid ambiguity.</p>	<p>Mastery Keys Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. Identify the audience and purpose for writing. Choose the appropriate register. Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
	<p>Missed NC Objectives not covered in Pathways to Write Performing their own compositions, using the appropriate intonation, volume and movement so meaning is clear. Use the perfect form of verbs to mark relationships of time and cause.</p>					
	<p>Poetry (To be completed during Assessment Week) Poem: A Tiger in the Zoo Outcome: To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity. Greater Depth: Poem contrasting the creature in its natural habitat and in captivity. Poetry Keys: Make effective language choices, drawing on a range of descriptive techniques. Make authorial choices, selecting from a range of forms, to suit the purpose.</p>		<p>Poetry (To be completed during Assessment Week) Poem: The Sea Outcome: To write a narrative poem about a journey across the sea, including personification of the waves. Greater Depth: Written in first person as the sea. Poetry Keys: Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>		<p>Poetry (To be completed during Assessment Week) Poem: Sonnet Written at the Close of Spring Outcome: To write a poem in the style of a sonnet to describe the view of a countryside from a hot air balloon. Greater Depth: To write a sonnet to describe the view of a countryside from a hot air balloon. Poetry Keys: Experiment with personification to create effective imagery. Make effective language choices, drawing on a range of descriptive techniques.</p>	

Number: Place Value

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

Round any whole number to a required degree of accuracy.

Use negative numbers in context and calculate intervals across 0.

Solve number and practical problems that involve all of the above.

Number: Addition, Subtraction, Multiplication and Division

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret the remainders as whole number remainders, fractions or by rounding as appropriate for the context.

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division interpreting remainders according to the context.

Perform mental calculations, including with mixed operation and larger numbers.

Identify common factors, multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Number: Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

Compare and order fractions including fractions greater than 1.

Generate and describe linear number sequences (with fractions).

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $\frac{3}{4} \times \frac{1}{2} = \frac{1}{8}$

Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$.

Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction $\frac{1}{8}$.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement: Converting Units

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3dp.

Convert between miles and kilometres.

Number: Ratio

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving similar shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Number: Algebra

Use simple formulae.

Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

Number: Decimals

Identify the value of each digit in number given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places.

Multiply 1-digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Number: Fractions, Decimals and Percentages

Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison.

Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Measurement: Perimeter, Area and Volume

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Calculate, estimate and compare volume of cubes and cuboids, using standard units including cm^3 , m^3 and extending to other units (mm^3 , km^3)

Statistics

Illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius.

Interpret and construct pie charts and line graphs and use these to solve problems.

Calculate the mean as an average.

Geometry: Properties of Shape

Draw 2D shapes using given dimensions and angles.

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.

Geometry: Position and Direction

Describe positions on the full co-ordinate grid (4 quadrants)

Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Themed Projects, Consolidation and Problem Solving

(Post SATS)

Slavery

- Can I identify what a slave is?
- Can I describe the triangular Atlantic slave trade?
- Can I explain the experiences of slaves during the Atlantic slave trade?
- Can I describe and explain the abolishment of slavery?
- Can I explain how propaganda was used against the abolishment of slavery?

PSHE – Discrimination, teasing and aggressive behaviours R14

POST LEARNING ASSESSMENT

Why was slavery wrong? (Extended piece of writing to explain slavery, affect it had on slaves and why it was abolished)

Industrial Areas and Ports

- Can I explain the UK's trade links with other countries in the context of UK imports and exports?
- Can I analyse statistics to identify the largest ports within the UK?
- Can I understand geographical similarities and differences between the ports in the UK and China?
- Can I explain the key aspects of human Geography in the context of fair trade?

Can I describe and explain the global supply chain?

Can I explain how trading has changed over the years?

ENRICHMENT ACTIVITY

Trip to the International Slavery Museum in Liverpool.

Maths link – Analysing statistics, ordering data.

POST LEARNING ASSESSMENT

Non-Chronological Report on Ports and their significance across the UK and the world.

Slavery in Liverpool

- Can I explain the influence of Liverpool's port and significance of it for Europe during the Atlantic Slave trade?
- Can I select suitable sources of information to discover the routes in and out of Liverpool for slaves?
- Can I explain the historical importance of slavery and its legacy in Liverpool using primary sources of evidence?
- Can I explain why Liverpool had such a vast number of slaves pass through compared to other neighbouring cities?
- Can I explore evidence to form my own opinion about the Windrush generation and scandal?

PSHE Link - That differences and similarities between people arise from several factors, including family, cultural, ethnic and racial R13

POST LEARNING ASSESSMENT

Poster – What evidence of the slave trade still exists

Ordnance Survey Symbols and six figure grid references

Review a range of maps.

Recap maps of Merseyside and compare old and new maps.

Create a route using an IOS map and allow children to follow with a compass.

(Link to previous units on Industrial ports and Slavery ports including Liverpool's docks)

Find directions between Rainford and Liverpool's Albert Dock.

Maths Link – Co-ordinates

POST LEARNING ASSESSMENT –

Name map symbols, explain how to plan a route using a map.

Anglo Saxons and Vikings

- Can I explain what evidence is available to show where the Vikings originated from?
- Can I use research to explain why there was resistance by Alfred the Great and Athelstan, first king of England?
- Can I evaluate the accuracy of evidence about Viking raids and invasion?
- Can I explain the cause and consequence of Danelaw? (Danegeld)
- Can I describe and explain key changes during the Viking era between 787AD and 1066AD?
- Can I explore evidence to form opinion on whether Edward the Confessor was to blame for the Battle of Hastings?

Maths link – Distances in metres and km.

POST LEARNING ASSESSMENT

Kahoot - Where did the Vikings originate from? How did they travel to England? What was Danegeld?

World's Deserts

- Know the names of and locate some of the world's deserts – map and atlas-based work
- Know the location of the major deserts in the world (Antartica, Namib (Africa), Arctic, Atacama, Sahara, Gobi, Australian Outback, Arabian)
- Know what is classified as a desert and the similarities and differences between deserts (biomes and vegetation belts)
- Know the eco-systems and habitats within a desert
- Know why deserts are important to wildlife across the world (eco-systems)

POST LEARNING ASSESSMENT –

Documentary style writing to compare 2 chosen deserts explaining key learning areas.

	<u>Electricity</u>	<u>Looking after the environment</u>	<u>Animals Including Humans</u>	<u>Light</u>	<u>Living Things & Their Habitats</u>	<u>Evolution & Inheritance</u>
Describe the parts of an electrical circuit.	Learn about climate change	Understand the function of the heart and its role in the circulatory system.	Explore how light travels	Classify living organisms.	Understand how offspring vary and are not identical to their parents	
Explore voltage and its effect on an electrical circuit.	Explore ways to reduce how much rubbish is sent to landfill.	Identify and compare blood vessels.	Explore reflection	Understand the kingdoms of life.	Learn about animal adaptations	
Apply knowledge to identify and correct problems in a circuit.	Explore ways to reduce energy consumption.	Explore blood.	Explore reflection and explain how it can be used to help us see	Classify living things using the Linnaeus system	Learn about plant adaptations	
Investigate what affects the output of a circuit.	Explore what happens when fuels are burnt	Learn how the body transports water and nutrients.	Investigate how shadows can change.	Identify the characteristics of different types of microorganisms	Explore what we can learn from fossils	
Build a set of traffic lights.	Explore the outcomes of COP26	Investigate what affects your heart rate.	Investigate how we can show why shadows have the same shape as the object that casts them	Investigate asexual reproduction through spore dispersal	Explain the theory of evolution	
Apply knowledge of conductors and insulators.	Compare data associated with the weather	Learn about the impact of drugs and alcohol on the body.	Investigate how we see objects	Classify and describe a living organism	Explore human evolution	
		PSHE Links		PSHE Link – SRE and knowing your body – H8 & H19		
		H1. how to make informed decisions about health	English Link – Explanation Text about light and how it travels			
		H3. about choices that support a healthy lifestyle, and recognise what might influence these				
		H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.				
		H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it				
		H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break				
		H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others				
		H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);				
		H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping				
		H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns				

<p>Online Safety Say what bullying and cyberbullying are Say how people should deal with cyberbullying</p>	<p>Online Safety Identify warning signs that a website might not be secure Understand why I should ask an adult if I am unsure Explain what to do if I am asked or told something online which makes me uncomfortable</p>	<p>Online Safety Identify personal information Explain some of the dangers of revealing personal information to an online friend</p>	<p>Online Safety Choose an appropriate action online to stay safe Identify a situation I should be careful in online</p>	<p>Online Safety Understand how a stereotype can be harmful.</p>	<p>Online Safety Review SMART rules to help stay safe online</p>
<p>Know Your Network Know what computer networking is Understand the advantages and disadvantages of a computer network Understand what LAN (local area network), MAN (metropolitan area network) and WAN (wide area network) are. To understand what topology is and how topology networks work Understand how computers connect to the Internet using protocols Understand how computers send and receive information using packets and routing Know the differences between the Internet and World Wide Web Understand what cloud computing is Understand how broadband and online streaming are part of a network and are used as communication methods on the Internet Understand what malware is and how this can affect a computer network Identify ways of minimising risks of cybersecurity threats</p>	<p>Scratch: Animated Stories Create appropriate animations Structure and control the timing of events Control when sprites are visible Plan a sequence of events to create a story narrative Sequence events to create a story narrative Add voice sounds to enhance an animated story</p>	<p>Spreadsheets Enter data and formulae into a spreadsheet Order and present data based on calculations Add, edit and calculate data Use a spreadsheet to solve problems Plan and calculate a spending budget Design a spreadsheet for a specific purpose</p>	<p>Kodu Programming Investigate and evaluate the features of programming software Program Kodu using 'When' and 'Do' instructions Use tools and add features to create an original landscape in Kodu Analyse and deconstruct code to work out its purpose Program a character to be controlled around a custom track to reach a goal Program a character to follow an automatic path</p>	<p>Film-Making Use appropriate software and other tools effectively to write a film script Locate and check appropriate digital content, and provide accurate crediting of sources Use digital recording devices to film and import into video editing software Plan, conduct and import video interviews as part of a short film Use video editing software to create a short film Use video editing software to turn a film project into a finished movie and present it</p>	<p>Using and Applying Present research on game types to inform planning Use Scratch or Kodu to create a simple game Design appropriate advertising materials to launch or promote a product *unit to focus on launching and promoting own game</p>

Spanish (Language Angels)	<p style="text-align: center;">Revise Phonetics *</p> <p style="text-align: center;">Verbs & Grammar (Present tense verbs) (Language Angels)</p> <p>Present tense conjugation of regular AR, ER and IR verbs. Learning 1st, 2nd and 3rd person, singular and plural and their pronouns in English. Learn the endings in Spanish and being able to conjugate common regular verbs (hablar, cantar, bailar, visitar, escuchar, comer, beber, leer, escribir, vivir). Revisiting time phrases and days of the week in order to extend sentences.</p>	<p style="text-align: center;">At School (Times, present tense, justify opinions, adj agreement) (Language Angels)</p> <p>Introduce the unit En El Colegio recapping key vocabulary for school subjects from Year 4</p> <p>Consolidate the vocabulary for school subjects and to extend by introducing an opinion.</p> <p>introduce the concept of time in Spanish.</p> <p>Consolidate the language covered so far using a listening activity and introducing the irregular verb IR ('to go').</p> <p>consolidate the language covered so far in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.</p> <p>A lesson on Christmas in Spain (Feliz Navidad unit on Language Angels)</p>	<p style="text-align: center;">The Weekend (Language Angels)</p> <p>Future tense introduced here. Saying what you are going to do at the weekend using the near future tense.</p> <p><i>Este fin de semana voy a – this weekend I am going to...</i></p> <p><i>Jugar al fútbol, ver la tele, estudiar, leer, ir al cine, ir a un restaurante, ir de compras, bailar, jugar a los videojuegos, ver una película</i></p> <p>Near future tense for all 6 persons. Revisit order of pronouns /persons Voy, vas, va, vamos, vais, van + a + infinitive</p>	<p style="text-align: center;">Spanish Festivals (Core Vocabulary and Extras on Language Angels)</p> <p style="text-align: center;">Las Fallas (Burning figures)</p> <p style="text-align: center;">El día de los Muertos (Day of the Dead)</p> <p>Learning about what happens at each festival and being able to talk about it.</p>	<p style="text-align: center;">Healthy Lifestyle (Language Angels)</p> <p>Introduce the unit La Comida Sana and to improve their range of vocabulary by recapping words for healthy foods and drinks from Year 4.</p> <p>Learn nine new words for unhealthy foods in Spanish helping to create wider vocabulary and improve memory skills.</p> <p>Consolidate their learning of the new vocabulary using PowerPoint activities and snap cards. Introduce the grammar rule for "the/some" in Spanish, allowing them a taste of the rules and concepts involved in the language.</p> <p>Improve their range of vocabulary by learning key language for activities they do and do not do to keep fit and using this new language to interview each other in a class survey.</p> <p>Improve their reading skills by learning some instructions on how to follow a simple healthy recipe in Spanish.</p>	<p style="text-align: center;">Holidays (Revisit countries, transport, accommodation, Could introduce past tense here also)</p> <p>Introduction to past tense to say where you went <i>Fui a ...</i> <i>España, Grecia, Turquía, Gales, Escocia, Irlanda, Estados Unidos, México, Francia, Italia.</i> Learning means of transport <i>En barco, en coche, en avión, en tren, en autobús</i> Saying where you stayed – different types of accommodation <i>Me alojé un hotel, en un camping, en un apartamento, en la casa de mis abuelos</i></p> <p>Learning the preterite tense for some holiday activities in the "I" form</p> <p style="text-align: center;"><i>Fui a la playa</i> <i>Tomé el sol</i> <i>Nadé</i> <i>Comí pizza</i> <i>Comí un helado</i> <i>Visité monumentos</i> <i>Compré recuerdos</i></p> <p>Giving opinions in the past using "fue + adjective" – it was + adjective)</p>
Music (Charanga Scheme)	<p style="text-align: center;">Music and Technology</p> <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation).</p> <p>In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds?</p> <p>The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p>	<p style="text-align: center;">Developing Ensemble Skills</p> <p>You are all used to singing and playing together in a band or ensemble now.</p> <p>You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one.</p> <p>By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.</p>	<p style="text-align: center;">Creative Composition</p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p>	<p style="text-align: center;">Musical Styles Connect Us</p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p>	<p style="text-align: center;">Improvising with Confidence</p> <p>You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics.</p> <p>A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody.</p> <p>By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p>	<p style="text-align: center;">Farewell Tour</p> <p>This is your last performance before you move to high school.</p> <p>It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class.</p> <p>Remember - band parts are available.</p> <p>Enjoy this performance!</p>

Art/DT	<p>Structures <u>Playgrounds</u></p> <ul style="list-style-type: none"> -Create five apparatus designs, applying the design criteria to their work. -Make suitable changes to their work after peer evaluation. -Make roughly three different structures from their plans using the materials available. -Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base. -Make a range of landscape features using a variety of materials which will enhance their apparatus. 	<p>Drawing <u>Make my voice heard</u></p> <ul style="list-style-type: none"> -Make relevant comparisons between different styles of art. -Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. -Generate symbols that reflect their likes and dislikes with little support. -Create a tile that is full of pattern, symbols and colours that represents themselves. -Discuss ideas to create light and dark through drawing techniques. -Explain the term chiaroscuro. -Apply chiaroscuro to create light and form through a tonal drawing. -Understand the impact of using techniques for effect. -Participate in a discussion that examines the similarities and differences between different styles of art. -Form their own opinions about what art is, justifying their ideas. -Identify a cause and decide what message they want to convey. -Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. 	<p>Mechanisms <u>Automata toys</u></p> <ul style="list-style-type: none"> -Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. -Follow health and safety rules, taking care with the equipment. -Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration. -Develop a design idea with some descriptive notes. -Explore different cam profiles and choose three for their follower toppers with an explanation of their choices -Create neat, decorated follower toppers with some accuracy. -Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. -Decorate and finish the automata to meet the design criteria and brief. -Evaluate their finished product, making descriptive and reflective points on function and form. 	<p>Painting & Mixed Media <u>Artist study</u></p> <ul style="list-style-type: none"> -Identify different features within a painting and use the formal elements to describe it. -Be creative and imaginative in finding their own meaning in a painting. -Use their own art or personal experiences to justify their ideas. -Reflect on personal experiences to convey through their own piece of abstract art. -Contribute to discussions to either the class, group or talk partner. -Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. -Select an appropriate artist. -Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. -Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. -Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. -Experiment and revisit ideas, drawing on creative experiences. -Work in a sustained way to complete a piece, making 	<p>Food & Nutrition <u>Come dine with me</u></p> <ul style="list-style-type: none"> -Find a suitable recipe for their course. -Record the relevant ingredients and equipment needed. -Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. -Explain where certain key foods come from before they appear on the supermarket shelf. 	<p>Craft & Design <u>Photo opportunity</u></p> <ul style="list-style-type: none"> -Explain how a new image can be created using a combination of other images. -Understand what photomontage is and recognise how artists use photography. -Demonstrate a competent knowledge of effective composition, discussing their ideas. -Use recording devices and available software with confidence. -Discuss the features of a design, e.g. explaining what is effective about a composition. -Select a suitable range of props, considering the design brief and their initial ideas. -Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. -Use editing software to change their image, reflecting an artist's style. -Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. -Set up a composition and think about a space that will provide good lighting levels. -Take a portrait that is focused and appropriately framed. -Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
	<p>No Outsiders: To consider responses to immigration.</p>	<p>No Outsiders: To consider language and freedom of speech.</p>	<p>No Outsiders: To overcome fears about difference.</p>	<p>No Outsiders: To consider causes of racism.</p>	<p>No Outsiders: To show acceptance.</p>	<p>No Outsiders: To consider democracy.</p>
PSHE	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>		<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money</p> <p>Money and financial risks</p>		<p>What affects mental health and ways to take care of it, managing change, loss, and bereavement, managing time online</p> <p>Human reproduction and birth; increasing independence, managing transitions.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.</p>	

RE (St. Helens Scheme)	<p><u>Buddhism</u></p> <p>What do we mean by a 'good life'?</p> <ul style="list-style-type: none"> · Prince Siddhartha · The Four Noble Truths · The Eight-Fold Path <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><u>Hindu Dharma</u></p> <p>Do we have to live our lives in a certain way?</p> <ul style="list-style-type: none"> · Explore Hindu stages of life <ul style="list-style-type: none"> · Ashrama · Mocksha · Samskaras <p>L3 – About the relationship between rights and responsibilities</p>	<p><u>Islam</u></p> <p>What is Hajj and why is it important to Muslims?</p> <ul style="list-style-type: none"> · Five Pillars of Islam · Ummah · Hajj <p>English link – Recount of the pilgrimage of Hajj</p>	<p><u>Christianity – Jesus</u></p> <p>Why do Christians believe Good Friday is 'good'?</p> <ul style="list-style-type: none"> · Holy Week/Easter Sunday · The Eucharist · Denominational differences 	<p><u>Christianity – Church</u></p> <p>If life is like a journey, what's the destination?</p> <ul style="list-style-type: none"> · Death and resurrection of Jesus · Life after death · Importance of forgiveness, confession, and reconciliation 	<p><u>Christianity – God</u></p> <p>How do Christians mark 'turning points' on the journey of life?</p> <ul style="list-style-type: none"> · Christian rituals · Rites of Passage · Symbolism
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+PE	<p>Swimming End of KS2 Expectation Perform safe self-rescue in different water-based situations.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Football Move into space to receive the ball and control with either foot in a game.</p> <p>Select the correct pass for various distances in a game situation.</p> <p>Dribble the ball in a game situation around a defender.</p> <p>Communicate with a team when defending in a game – making interceptions, cover space.</p> <p>To work as a team to score, shooting from various angles.</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate).</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>Understand the positions and rules of the game.</p> <p>Tag Rugby Tag a player using either hand when moving at full speed in a game situation.</p> <p>Dodge around a defender at speed, with a ball in hands, avoiding being tagged.</p> <p>Bring in pass and loop into a game situation.</p> <p>Looping around your teammate – to try and trick an opponent in a game situation.</p>	<p>Indoor Athletics Chest push with accuracy and power, bending knees through to feet, extends arms to increase distance.</p> <p>Perform a Triple jump for distance varying techniques to improve performance.</p> <p>Speed bounce with speed, fluency and rhythm.</p> <p>5 strides – improve starting position to ensure a better first stride.</p> <p>Skipping – with speed (30 skips or more).</p> <p>Vertical jump – Push into ground, lift with an explosive movement up and focus on landing softly – keep core engaged.</p> <p>Pass a relay baton in competitive situations (timed).</p> <p>Dodgeball Throwing the ball in a game with precision, control and speed.</p> <p>Identify catching opportunities to claim a catch in a game.</p> <p>Aiming at the opposition, below the shoulder, using a variety of throwing techniques.</p> <p>Dodging in a game, reacting quickly and communicating tactics to teammates to dodge.</p> <p>Blocking the ball and attempting to get a teammate to catch it in a game situation.</p> <p>To apply defensive techniques e.g. blocking and marking in a competitive game situation.</p> <p>Use techniques learned and apply in a game situation. Children to officiate.</p>	<p>Multi-Skills Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately.</p> <p>Agility focus – can change direction at speed with balance and control whilst using various equipment.</p> <p>Co-ordinate using both sides of the body with fluency to perform a combination of movements or actions.</p> <p>Complete each test with fluency and accurately measure and record. Evaluation previous performance levels and demonstrate improvements to achieve their personal best.</p> <p>Gymnastics Can perform complex shapes when performing sequences and skills with flexibility.</p> <p>Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap.</p> <p>Side star roll, T-roll (with pointed toes), backwards roll.</p> <p>Perform various balances counter balance and counter tension.</p> <p>Perform a ‘squat on and squat off’ apparatus with a run up (with or without a spring board).</p> <p>Compete in teams to win points with sequences and a vault competition.</p> <p>Perform a hurdle step on the floor/springboard and onto apparatus.</p> <p>Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand.</p>	<p>Fitness Balance on various body parts using harder balances e.g. shutting eyes, adding explosive movements.</p> <p>Evaluate previous performance levels and demonstrate improvements to achieve their personal best.</p> <p>Co-ordinate using both sides of the body with fluency and speed to perform a combination of exercises.</p> <p>Create an exercise to improve a specific fitness e.g. strength, co-ordination, power.</p> <p>Quicksticks Dribble the ball at various speeds – both in isolation and a game situation.</p> <p>Pass the ball over a variety of distances in attacking or defensive situations.</p> <p>Pass and move into a space with accuracy, control and speed (in isolation/game situation).</p> <p>Begin to defend as an individual and communicate to defend as a team (marking and tackling).</p> <p>Hit a moving ball into a goal from different angles and sometimes with different levels of power.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p>	<p>Kwik Cricket Positioning in a modified game to field a ball (both throwing and stopping it).</p> <p>Making correct decisions with the type of throw to use in a modified game. Move body into a position to catch the ball.</p> <p>Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket.</p> <p>In a competitive game, begin to tactically hit/place a ball into a space.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>In a team, discuss tactics of attacking and defending (communicate and collaborate).</p> <p>Handball Ball Awareness – copying a partner and keeping control while moving the ball.</p> <p>Dribbling the ball in various directions at speed.</p> <p>Perform a variety of passes within a game with precision and control.</p> <p>Use a variety of shooting techniques in a game situation, e.g. feint and shoot, jump and shoot, step and shoot.</p> <p>Moving with the ball and perform the correct footwork in a competitive game situation.</p> <p>Dodging around an active defender in a game situation. Apply basic principles for attacking.</p> <p>To apply defensive techniques e.g. blocking and marking in a competitive game situation.</p>	<p>Netball Perform a variety of passes with some precision – quickly move into a space to receive another pass.</p> <p>Perform correct footwork in a game – pivoting to turn the correct way to pass the ball.</p> <p>Perform a variety of dodges to move into a space and receive a ball – in a practice and in a game situation.</p> <p>Defend a player during a game, intercepting the ball.</p> <p>Shoot into a netball post, focus on precision and accuracy and attempt to get the rebound if the shot is missed.</p> <p>In a team, discuss tactics and how to win as a team (communicate and collaborate).</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>Play Bee Netball (Stinger) – understanding the positions and rules.</p> <p>Athletics Accelerate quickly with speed and control in movement – timed/competitive races.</p> <p>Throw a javelin/vortex/shot put safely, with accuracy and power.</p> <p>Perform a jump for distance, varying techniques to improve performance.</p> <p>Develop long distance running – learning how to pace and show good technique.</p> <p>Pass a relay baton in competitive situations (timed).</p> <p>Run and jump over hurdles with fluency and speed, improving time to achieve a personal best.</p>
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	<p>Working together as a team to score a try in a tag rugby game, e.g. supporting diagonal runs.</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.</p> <p>In a team, discuss tactics of attacking and defending (communicate and collaborate).</p>				<p>Use techniques learned and apply in a game situation. Children to officiate.</p>	
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