

SUMMER TERM 2020-21 YEAR 6			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Medicine and Disease	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>Summer Term 1</p> <p>Lesson 1 – To learn about significant individuals that have had an impact upon medicine throughout history.</p> <p>Recap pupils' understanding of any significant people that they know have had an impact on medicine. Discover other individuals that have had an impact upon medicine in history, and explore their significance.</p> <p>Lesson 2 - To understand how illnesses and medical treatments have changed over time.</p> <p>Lesson 3 – To understand how illnesses and medical treatments have changed over time.</p> <p>Lesson 4 – To learn about the The Plague in 1665.</p> <p>Lesson 5 – To learn about the The Plague in 1665.</p> <p>Lesson 6 – To learn about how the NHS was formed in the UK and the role that it has in modern society.</p> <p>Key Vocabulary: Vaccine, Medicine, Immune, Antibodies, Antibiotics, Immune system, Epidemic, Bacteria, Virus, Germs, Diseases, Treatments.</p>
	Build an overview of world history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. 	

		<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	Understand Chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	
	Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. 	

		<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Geography			
South America	Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>Summer Term 2</p> <p>Lesson 1 – Locating S.America continent and countries Identify S. America as a continent, and start to identify some of its features. Identify the twelve countries and two territories which comprise of S. America.</p> <p>Lesson 2 – Climate Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates</p> <p>Lesson 3 – Major mountain ranges Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.</p> <p>Lesson 4 – Human geography Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.</p> <p>Lesson 5 – Trade and industry Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.</p>

			<p>Lesson 6 – In depth study of S.American country and compare to the UK</p> <p>Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.</p>
	Investigate patterns	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	
	Communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	

		<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Art & Design			
Art in fashion	Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>What is the role of a fashion designer? Can children name any designers? Look at the links between art and fashion. Look at famous artists and how they have inspired fashion designers over the years. Which designs do they like best? Why?</p> <p>What is colour theory? What does this term mean? Explore complementary colours and why they would be good combinations for fashion.</p> <p>Explore optical art and the artist Victor Vasarely. Describe key features of optical art. How does it make you feel? Look at how optical art has been used in fashion over the years. Create an optical art image.</p> <p>Explore the artist Piet Mondrian and his use of abstract art. How have his designs been used in fashion? Create an image in the style of Piet Mondrian. Experiment with thickness and location of the lines in own abstract design in the style of Mondrian.</p> <p>Look at famous artists such as Monet, Van Gogh, Andy Warhol, Matisse, Picasso. How could we incorporate their work into a design? Children to copy their style of an artist and incorporate it into a design. Explain why they chose this style and</p>
	Master Techniques	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p>	

		<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. 	<p>Consider all the work across the term. Children to create a design in the style of one of the artists studied. Think about work on colour theory – what colours have they chosen and why? Children will create an explanation of their design.</p>
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	Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	

Design & Technology

Textiles	Master practical skills	<p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after 	<p>Making a pencil case</p> <p>Week 1 – Design criteria.</p> <p>Week 2 - Designing</p> <p>Week 3 – Making a template and investigate stitches.</p> <p>Week 4 – Practise stitches</p> <p>Week 5 – Start the decorating process, begin sewing if time.</p> <p>Week 6 – Complete making the pencil case and review the work.</p>
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cutting or a more precise scissor cut after roughly cutting out a shape).

- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

Textiles

- Create objects (such as a cushion) that employ a seam allowance.

- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Electricals and electronics

- Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).

Computing

- Write code to control and monitor models or products.

Construction

- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

Mechanics

- Convert rotary motion to linear using cams.
- Use innovative combinations of electronics (or computing) and mechanics in product designs.

	Design, make, evaluate and improve	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	
	Take inspiration from design throughout history	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	
Science			
	Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. 	<p>Build on prior learning- revisit planning process, as well as recording and presenting. GDS should be independent.</p> <p>Key vocabulary Question, scientific, variables, constants, prediction, table of results, results, measure, accuracy, repeat readings, reliable, mean, average, pattern, theory, explain, comparative, conclusion, findings, method, investigate, bar chart, plan</p>

		<ul style="list-style-type: none"> • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	
	Understand plants	<ul style="list-style-type: none"> • <i>Relate knowledge of plants to studies of evolution and inheritance.</i> • <i>Relate knowledge of plants to studies of all living things.</i> 	
	Understand animals and humans	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. 	

	Investigate living things	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. 	Summer 1 Living things and their habitats 1-give reasons for classifying animals based on similarities and differences -what is classification? -recap main animal groups -children sort animals using a key- how did they sort them? Did their methods vary? Talk about the importance of one universal method. 2- describe how living things are classified into different groups- the linnean system -review need for common method of classification. -what problems may arise without standard method? -who was Carl Linnaeus? - Research animals to discover how they are classified using this system 3- focus on different classes -identify characteristics of different types of animals and classify creatures according to their characteristics 4 - classify organisms found in the local habitat and explain these classifications & 6- create own animal which can be classified into a particular group Key Vocabulary Classify, sort, group, similarities, differences, compare, Carl Linnaeus, Linnaean, classification, standard, domain, kingdom, phylum, class, order, family, genus, species.
	Understand evolution and inheritance	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
	Investigate materials	<ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. 	

		<ul style="list-style-type: none"> • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. 	
	Understand the Earth's movement in space	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	
	Understand electrical circuits	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of 	<p><u>Summer 2</u></p> <p>1- Recap electricity and circuits- children given equipment to discuss and demonstrate existing understanding.</p> <p>2- Revise open and closed circuits with drama.</p>

		<p>bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> • Use recognised symbols when representing a simple circuit in a diagram. 	<p>3- Introduce circuit symbols- what is the function of each component? Why does its symbol look like this? (D) Children draw circuit symbols.</p> <p>4- Investigate how to increase the brightness of a bulb- wire length.</p> <p>5- Investigate cell voltage on function of components.</p> <p>6- Create parallel circuits.</p> <p><u>Key vocabulary</u> Electricity, circuit, wire, component, current, flow, positive, negative, cell, bulb, motor, buzzer, switch, simple circuit, series circuit, parallel circuit, complete, resistance, circuit symbols, function, conductor, voltage,</p>
	<p>Understand movement, forces and magnets.</p>	<p>Magnets</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> 	

		<ul style="list-style-type: none"> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
	Understand light and seeing	<ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 	
	Investigate sound and hearing	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases 	

Computing			
Variables in games	Code	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. <ul style="list-style-type: none"> • Use the Boolean operators <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + ()</p>	<p>Lesson 1 – Introduce children to the term 'Variables' and explore in a Scratch project.</p> <p>Lesson 2 – Explain why a variable is used in a program. They will name, make and update variables in a Scratch project.</p> <p>Lesson 3 – Use variables to enhance an existing game in Scratch.</p> <p>Lesson 4 – Children will be designing a project. They will first design the sprites and backgrounds for their project, then they will design their algorithms to create their program flow.</p> <p>Lesson 5 – Children will implement the algorithms created in the previous lesson and use their design to create a project.</p> <p>Lesson 6 – Children will be given the opportunity to build on their project created in the previous lesson. They will evaluate their own and others projects.</p>

		<p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	
	Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	

	Communicate	<ul style="list-style-type: none">• Choose the most suitable applications and devices for the purposes of communication.• Use many of the advanced features in order to create high quality, professional or efficient communications.	
	Collect	<ul style="list-style-type: none">• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music			
<u>Vocabulary:</u> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	Perform	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful playing (instrument).	<u>Summer Term 1</u> Lesson 1 – Analyse and describe the song, ‘You’ve got a friend’. Lesson 2 – Compare and contrast songs. Describe similarities and differences. Lesson 3 – Begin to play the song using a glockenspiel. Lesson 4 – Continue to learn how to play the song using a glockenspiel. Lesson 5 – Perform the song to the class Lesson 6 – Learn to sing parts of the song.
	Compose	<ul style="list-style-type: none">• Create songs with verses and a chorus.• Create rhythmic patterns with an awareness of timbre and duration.• Combine a variety of musical devices, including melody, rhythm and chords.• Thoughtfully select elements for a piece in order to gain a defined effect.• Use drones and melodic ostinati (based on the pentatonic scale).	<u>Summer Term 2</u> Lesson 1 – To learn about the composer John Boden and develop the pupils’ understanding of musical notation. Lesson 2 – Explore other composers and explore specific musical terminology. Lesson 3 - To continue developing the understanding of musical notation and how music is written down. Lesson 4 - To continue to develop and enhance pupils’ understanding of musical terminology.

		<ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	Lesson 5 - To continue developing the understanding of musical notation and how music is written down.
	Transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	
	Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive 	

		<ul style="list-style-type: none"> • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
P.E			
	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. 	<u>OAA – Get Set 4 PE</u> Lesson 1 - To build communication and trust whilst showing an awareness of safety. Lesson 2 - To work as a team to solve problems. To suggest ideas and listen to others. Lesson 3 - To develop cooperation and teamwork skills. Lesson 4 - To develop tactical planning and problem solving. Lesson 5 - To share ideas and work as a team to solve problems. Lesson 6 - To develop navigational skills and map reading. To be able to use a key to identify objects and locations. <u>Rounders – Get Set 4 PE</u> Lesson 1 – To catch and throw with accuracy under pressure. Lesson 2 – To develop the bowling action and understand the role of the bowler. Lesson 3 – To develop batting technique Lesson 4 – To develop a variety of fielding techniques. Lesson 5 – To develop decision making and tacticle awareness when playing competitively.

		<ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. <p>OAA</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<p>Lesson 6 – To apply the rules and skills to play a tournament.</p> <p><u>Tennis – Get Set 4 PE</u></p> <p>Lesson 1 – To develop the forehand groundstroke</p> <p>Lesson 2 – To be able to return the ball using backhand groundstroke.</p> <p>Lesson 3 – To use split step to react quickly to the ball and keep a continuous rally going.</p> <p>Lesson 4 – To develop the volley and know when to use it.</p> <p>Lesson 5 – To develop the accuracy of the underarm serve.</p> <p>Lesson 6 – To work collaboratively with a partner and employ tactics to outwit an opponent.</p> <p>Lesson 7 – To show fair play when competing against an opponent.</p> <p><u>Cricket – Get set 4 PE</u></p> <p>Lesson 1 – To develop throwing accuracy and catching skills.</p> <p>Lesson 2 – To develop underarm bowling accuracy.</p> <p>Lesson 3 – To develop batting accuracy and directional batting.</p> <p>Lesson 4 – To develop catching skills.</p> <p>Lesson 5 – To develop an overarm bowling technique.</p> <p>Lesson 6 – To develop a variety of fielding techniques and to use them in a game.</p> <p>Lesson 7 – To develop long and short barriers and apply them to a game situation.</p>
R.E			
Spirituality and New Religious movements	Understand beliefs and teachings	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>What is spirituality? Look at definition as whole class and ask children to interpret this. Consider a sense of awe and wonder and how spirituality doesn't always mean being religious. Look at images of the natural world, environment, people of</p>

<p>Understand practices and lifestyles</p>		<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>different races/ages/gender, religious pictures, etc and ask children to consider which makes them feel spiritual and why.</p> <p>New religious movements – Rastafarianism. Look at the Rastafarian beliefs and key symbols and their meanings. Compare with other religious symbols.</p> <p>Look at the Rastafarian ways of living – the 10 principles. Can they spot any comparisons between these and the 10 commandments?</p> <p>Look at how chanting, prayer and meditation play a key role in Rastafarian religion to obtain a heightened sense of spirituality. Complete meditation as whole class. How did children feel afterwards?</p>
<p>Understand how beliefs are conveyed</p>		<p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Learn about important holy days and celebrations, eg Ethiopian Christmas (7th January).</p> <p>Learn about the Rastafarian Journey of Life and their beliefs on birth and death.</p> <p>Find out how art, music and creativity are used as a medium for social and spiritual messages.</p> <p>What is the Salvation Army and why are they called an Army? Link back to work on the Victorians</p> <p>Look at key signs and symbols, including the flag and the meaning behind the different colours. Compare this to work on Rastafarian religion.</p> <p>Learn about William Booth and why he devoted his life to helping others.</p> <p>What is a refugee? Learn about how the Salvation Army have supported refugees across Europe.</p> <p>What is a promise? Learn about the Salvation Army commitment and promises.</p> <p>Consider how Christians would resolve conflicts.</p>

Relationships (Autumn)	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage	what it means to be attracted to someone and different kinds of loving relationships <ul style="list-style-type: none"> • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	
	Safe relationships Recognising and managing pressure; consent in different situations	to compare the features of a healthy and unhealthy friendship <ul style="list-style-type: none"> • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online- through computing • what consent means and how to seek and give/not give permission in different situations 	

	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	about the link between values and behaviour and how to be a positive role model <ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	
Living in the Wider World (Spring)	Belonging to a community Value diversity Challenge discrimination and stereotypes	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	
	Media literacy and Digital resilience Evaluate media sources Share things online safely	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	Covered in Autumn term Computing Lessons as well as internet Safety talk from LCC visitor.

	<p>Money and Work</p> <p>Understand influences and attitudes to money</p> <p>Know about money and financial risks</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • how having or not having money can impact on a person's emotions, health and wellbeing • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	
Health and Wellbeing (Summer)	<p>Physical health and Mental wellbeing</p> <p>Understand what affects mental health and ways to take care of it</p> <p>How to deal with change, loss and bereavement</p> <p>Manage time online</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief 	<p>Summer Term 2</p> <p>Mental wellbeing</p>

		<ul style="list-style-type: none"> • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online 	
	<p>Growing and changing Understand human reproduction and birth Increase independence Manage transitions</p> <p>Physical and emotional changes in puberty</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life • how to identify external genitalia and reproductive organs 	<p>Summer Term 1 Growing and changing Puberty- Although puberty appears in Y4 on our current LTP, this was not started until 2019-2020, therefore the current Y6 were not taught this in Y4 and then, due to covid-19 restrictions and home-learning, were not taught it in Y5 either. Clearly children need to understand this before moving on to the Y6 objectives, therefore these objectives are taken from the Y4 section of our long term plan.</p> <ol style="list-style-type: none"> 1. Changing bodies- Twinkl Bodily changes- KWL grids <ul style="list-style-type: none"> - Bodily changes during puberty 2. Changing emotions- Twinkl <ul style="list-style-type: none"> - Emotional changes during puberty- letters from young people- give advice 3. Let's talk about sex- Twinkl <ul style="list-style-type: none"> - What is sexual intercourse and who has sexual intercourse? - Legalities - Media - What are STIs and how to stay safe- contraception. - Quiz 4 and 5. Human reproduction- Twinkl <ul style="list-style-type: none"> - How is a baby conceived? - How does a baby grow? - Contraception in more detail - Birth

		<ul style="list-style-type: none"> • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	<p>- Comic strip</p> <p><u>Key vocabulary</u> reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush, sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, fancy, physical, contact, sexual intercourse, birth, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord</p> <p><u>Summer Term 2</u> Transition- to be covered in the weeks coming up to the end of term</p>
	<p>Keeping safe How to keep personal information safe Understand regulations and choices Know about drug use and the law Know about drug use and the media</p>	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming 	<p>Covered in Autumn term Computing Lessons as well as internet Safety talk from LCC visitor.</p>

French	Read fluently This concept involves recognising key vocabulary and phrases.	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. 	Summer 1 <u>Family and Friends (Y5 unit to catch-up from previous year)</u> 1- Introducing family members 2- Farm animals 3- All about the home 4- Objects in the home 5- Pets 6- Pets and animals Summer 2 <u>School Life (Y5 unit to catch-up from previous year)</u> 1- describing position in the classroom 2- describing the position of objects in the classroom 3- discussing subjects studied at school 4- talking about Maths and French lessons 5- Asking and answering questions in school 6- Asking and answering questions n school
	Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. 	
	Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	
	Understand the culture of the countries in which the	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and 	

	<p>language is spoken</p> <p>This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<p>communities where the language is spoken and this country.</p>	
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