

SPRING 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			
The Shang Dynasty	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>Use <b>sources of evidence</b> to understand what life was like during the Shang Dynasty. Finding out about: jobs, food, social class, building and key materials.</p> <p>Use sources of evidence to find out about the different <b>emperors</b> of the Shang Dynasty.</p> <p><b>Compare</b> what was happening in Britain at the same time as the Shang Dynasty in Ancient China.</p> <p>Understand the religious beliefs that the Shang people had and the different Gods that they <b>worshipped</b>.</p> <p>Find out about the <b>written script</b> that was used created during the Shang Dynasty.</p> <p>Understand why the Shang Dynasty ended and what happened afterwards.</p> <p>Explain the changes that occurred during the Shang Dynasty.</p>
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<p><b>Resources to support:</b></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wty">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wty</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc">https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zx8dcj6">https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zx8dcj6</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zsm6qhv">https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zsm6qhv</a></p>

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

		<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
Geography			
Biomes and Climate zones	Investigate places	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<p>What is a <b>biome</b>? Look at what the term 'biome' means, and <b>locate</b> and label biomes across the world.</p> <p>Using a range of sources to investigate different biomes. Research in pairs, identify relevant information, including information about their <b>physical features</b>. Compare with another biome.</p> <p>Focus on <b>Ice biome</b>. Look at the location of these on maps and look from google maps perspective. Use the terms <b>polar ice caps</b> to describe landscapes. Look at temperature and sunlight hours in these areas, why does this occur? Why do children think <b>herbivores</b> don't live in this area? Look at animals that inhabit these environments. Introduce children to the term 'permafrost'.  <a href="https://www.youtube.com/watch?v=SxwKa5cR3w4">https://www.youtube.com/watch?v=SxwKa5cR3w4</a>  <a href="https://www.youtube.com/watch?v=b-9xDztBhzE">https://www.youtube.com/watch?v=b-9xDztBhzE</a></p> <p>What is a <b>climate zone</b>? What does the term '<b>climate</b>' mean? Look at different climate zones across the world. Can children make any comparisons between climate zones and biomes? Locate and label climate zones across the world.</p> <p>What is <b>climate change</b> and why is it relevant to us? Discuss how human activity is accelerating climate change. Look at the work of people such as David Attenborough and WWF who are highlighting the issues for us (One Planet).  <a href="https://www.wwf.org.uk/get-involved/schools/school-campaigns/shaping-our-future">https://www.wwf.org.uk/get-involved/schools/school-campaigns/shaping-our-future</a></p> <p>How can we help to <b>reduce climate change</b>? Watch the following clip: <a href="https://www.wwf.org.uk/learn/love-">https://www.wwf.org.uk/learn/love-</a></p>

		<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<a href="https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson3_Presentation.pdf">nature/frozen-world</a> Look at terms <b>greenhouse gases, fossil fuels, global warming, carbon footprint.</b> <a href="https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson3_Presentation.pdf">https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson3_Presentation.pdf</a>
	Investigate patterns	<ul style="list-style-type: none"> <li>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).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	
	Communicate geographically	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• 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.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	
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## Art & Design

Chinese Art	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p>Lesson 1 What is <b>sculpture</b>? Use Tate Modern website to go through examples of famous sculptures and artists. Children to have example pictures of sculpture and respond to each with vocabulary generated.</p> <p>Lesson 2 Focus on a famous <b>sculptor artist</b>. Learn about his work and how it was created, respond to his work.</p>
	<b>Master Techniques</b>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul>	<p>Lesson 3 Look at <b>terracotta army</b> sculptures, focus on their history. Sketch <b>techniques</b> of a terracotta army figure.</p> <p>Lesson 4 Sculpting techniques – use different sculpting technique with playdough.</p> <p>Lesson 5 and 6 <b>Design and create</b> a terracotta army figure using clay.</p>

		<ul style="list-style-type: none"> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	
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		<p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
	<b>Take inspiration from the greats</b>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	
Design & Technology			
Food – Bread making	<b>Master practical skills</b>	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p>Materials</p>	<p><b>Lesson 1</b> – Types of bread. Bread tasting and evaluating session</p> <p><b>Lesson 2</b> – Bread diet (discussion about levels of bread consumed). How is bread made – look at a recipe.</p> <p><b>Lesson 3</b> – Designing bread. Think about small alterations that could be made to our bread (work in small groups)</p> <p><b>Lesson 4</b> – Make the bread (Speak to the kitchen)</p> <p><b>Lesson 5</b> – Evaluate the bread that we have made.</p>

		<ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• 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).</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• 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).</li> </ul> <p>Electricals and electronics</p> <ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Write code to control and monitor models or products.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul> <p>Mechanics</p>	
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	<b>Design, make, evaluate and improve</b>	<ul style="list-style-type: none"><li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li><li>• Make products through stages of prototypes, making continual refinements.</li><li>• Ensure products have a high quality finish, using art skills where appropriate.</li><li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li></ul>	
	<b>Take inspiration from design throughout history</b>	<ul style="list-style-type: none"><li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li><li>• Create innovative designs that improve upon existing products.</li><li>• Evaluate the design of products so as to suggest improvements to the user experience.</li></ul>	
Science			
Animals including humans	<b>Work scientifically</b>	<ul style="list-style-type: none"><li>• Plan enquiries, including recognising and controlling variables where necessary.</li><li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li><li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li></ul>	<p>Build on prior learning- revisit planning process, as well as recording and presenting. GDS should be independent. Ask questions about pulse rate. Plan investigation as above.</p> <p>Carry out investigation. Record measurements taken during investigation. Children should be able to create table for results including repeat readings.</p> <p>Children make comparative statements to report findings.</p>

		<ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>Present findings in written form, displays and other presentations.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Create bar chart of class pulse rates. Graph data collected from investigation.</p> <p><b>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</b></p>
	<b>Understand plants</b>	<ul style="list-style-type: none"> <li>Relate knowledge of plants to studies of evolution and inheritance.</li> <li>Relate knowledge of plants to studies of all living things.</li> </ul>	
	<b>Understand animals and humans</b>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Recap digestive and skeletal systems from earlier in KS2. What is the circulatory system? Learn about different parts and their functions- including carrying oxygen, nutrients and water. Label the parts of heart and lungs.</p> <p>Role-play double circulation and role of different parts of the heart and lungs. Write an explanation of how the circulatory system works. GDS draw comparisons with plants from prior learning.</p> <p><b>Organs, heart, chambers, ventricle, atrium, pulmonary, vena cava, vessels, veins, arteries, capillaries, blood, pump, heart rate, oxygen, carbon dioxide, cells, platelets, plasma, pulse, transport, nutrients, water, waste, organs, circulation, circulatory, double circulation, inflate, deflate, lungs, chambers, alveoli, breathe, osmosis, respiration, cilia, pharynx, trachea, bronchi, diaphragm, larynx</b></p>

			<p>Learn about the contents of blood.</p> <p>Investigate pulse rate. Compare class pulse rates and suggest reasons for the findings. Plan and carry out investigation into how exercise affects pulse rate (see above).</p> <p><b>Exercise, increase, decrease, resting, activity</b> Discuss what is meant by a healthy diet and how an unhealthy diet and lack of exercise can affect the body- link back to pulse rate findings and learning about heart and lungs as well as how the circulatory system works. Children research the effect of different drugs on the human body.</p> <p>Create information/ persuasive leaflet to encourage healthy eating and exercise and discourage misuse of drugs. <b>Diet, healthy, unhealthy, exercise, drugs, misuse, balanced diet, lifestyle, alcohol, substances, damage, impact</b></p> <p>Revisit key vocabulary and learning each week to secure understanding/ knowledge.</p>
	<b>Investigate living things</b>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
	<b>Understand evolution and inheritance</b>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about</li> </ul>	

		<p>living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	
	<b>Investigate materials</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul>	

	<p><b>Understand the Earth's movement in space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	
	<p><b>Understand electrical circuits</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Recap electricity and circuits- children given equipment to discuss and demonstrate existing understanding.</p> <p>Revise open and closed circuits with drama.</p> <p>Introduce circuit symbols- what is the function of each component? Why does its symbol look like this? (D) Children draw circuit symbols.</p> <p>Investigate how to increase the brightness of a bulb- wire length.</p> <p>Investigate cell voltage on function of components.</p> <p>Create parallel circuits.</p> <p><b>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</b></p>

	<p><b>Understand movement, forces and magnets.</b></p>	<p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></li> <li>• <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></li> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	
	<p><b>Understand light and seeing</b></p>	<ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<b>Investigate sound and hearing</b>	<ul style="list-style-type: none"> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
Computing			
Creating media – webpage creation	<b>Code</b>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables.</li> <li>• Use the Boolean operators</li> </ul>	<p>Lesson 1 – What makes a good <b>website</b>? Review existing website and its <b>structure</b>.</p> <p>Lesson 2 – How would you lay out a web page? Plan the features of a web page</p> <p>Lesson 3 – <b>Copyright</b> or copyWRONG – consider the <b>ownership</b> and use of images.</p> <p>Lesson 4 – How does my webpage look? Recognise the need to <b>preview</b> a webpage.</p> <p>Lesson 5 – Follow the breadcrumbs – what is a <b>navigation path</b>? Outline the need for a navigation path.</p> <p>Lesson 6 – Think before you link. Recognise the implications of linking to content owned by other people.</p>

() < ()

() = ()

() > ()

()and()

()or()

Not()

to define conditions.

- Use the Reporter operators

() + ()

() - ()

() \* ()

() / ()

to perform calculations.

Pick Random () to ()

Join () ()

Letter () of ()

Length of ()

() Mod () This reports the remainder

after a division calculation

Round ()



		() of ().	
	<b>Connect</b>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	
	<b>Communicate</b>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	
	<b>Collect</b>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	
Music			
<b><u>Vocabulary:</u></b> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo,	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> </ul>	<b>Dancing in the Street – Charanga</b>  Listen and Appraise : <ul style="list-style-type: none"> <li>• Dancing In The Street by Martha And The Vandellas</li> <li>• I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops</li> <li>• I Heard It Through The Grapevine sung by Marvin Gaye</li> </ul>

dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo		<ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<ul style="list-style-type: none"> <li>• Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</li> <li>• You Are The Sunshine Of My Life sung by Stevie Wonder</li> </ul> <p>The Tracks Of My Tears sung by Smokey Robinson And The Miracles</p> <p>Warm-up games</p>
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<p>-Start to learn the song (Dancing in the Street)</p> <p>-Sing the song</p> <p>-sing the song and play instrumental parts within the song.</p> <p>Compose</p> <p>Play composition within your song</p>
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	

	<p><b>Describe music</b></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	
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**Develop practical skills in order to participate, compete and lead a healthy lifestyle**

### **Dance**

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

### **Games**

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- 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.

### Dance – Get Set 4 PE

Lesson 1 – To copy and repeat a set dance phrase showing confidence in movement.  
 Lesson 2 - To work collaboratively with a partner to explore and develop the dance idea.  
 Lesson 3 - To use changes in level and speed when choreographing.  
 Lesson 4 - To copy and create actions using a prop as a dance stimulus.  
 Lesson 5 - To use choreographing devices to improve how the performance looks.  
 Lesson 6 - To select actions and dynamics to convey different characters.

### Dodgeball – Get Set 4 PE

Lesson 1 - To recap on the rules of dodgeball and apply them to a game.  
 Lesson 2 - To develop throwing at a moving target.  
 Lesson 3 - To use jumps, dodges and ducks to avoid being hit.  
 Lesson 4 - To develop catching to get an opponent out.  
 Lesson 5 - To learn to block using a dodgeball.  
 Lesson 6 - To select and apply tactics in the game.

### OAA – Get Set 4 PE

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.

		<ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> </ul> <p><b>OAA</b></p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>	
R.E			

Life journey - Christianity	<b>Understand beliefs and teachings</b>	<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 Christianity? What do Christians believe? Review children's understanding of the religion.</p> <p>What does the term <b>rite of passage</b> mean? Identify key milestones in a Christian's life.</p>
	<b>Understand practices and lifestyles</b>	<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>What is <b>baptism</b>? Discuss how baptism is a <b>ceremony</b> that symbolises a <b>commitment</b> to living life as a Christian. Look at the story of how Jesus was baptised by John the Baptist in the <b>New Testament</b>. Look at baptism for different types of Christians – draw comparisons.</p> <p>What is the difference between <b>baptism</b> and <b>confirmation</b>? Look at promises that are made and how this might affect a Christian's every day life.</p>
	<b>Understand how beliefs are conveyed</b>	<p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Compare the Christian rite of passage of baptism to the <b>Amrit ceremony</b> in <b>Sikhism</b>.</p> <p>Learn about <b>Christian marriage ceremony</b>. What does the Bible say about marriage? What are <b>vows</b>? What is said and why are they said? (Possibly 2 lessons)</p> <p>Look at key <b>symbols</b> in Christianity to study in detail, including the cross and Ichthus. What are their significance to Christians and how do they show their importance?</p> <p>Explore the importance of Easter for Christians. Identify key symbols for Christians during this celebration.</p>
RSE & PSED			
Relationships (Autumn)	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including</li> </ul>	

		<p>those who are not married or who live apart</p> <ul style="list-style-type: none"> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	
	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations	<p>to compare the features of a healthy and unhealthy friendship</p> <ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online- through computing</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	
	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues	<p>about the link between values and behaviour and how to be a positive role model</p> <ul style="list-style-type: none"> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>1. <i>Respectful discussions-</i>  <i>Recap rules for lessons- why is it important to listen to others' ideas and opinions? Discuss respect and how to show this. Discuss how we may have different opinions and viewpoints but we can discuss this respectfully- show controversial statements- how could we challenge this sensitively? Roleplay.</i></p>
Living in the Wider World (Spring)	<b>Belonging to a community</b> Value diversity Challenge discrimination and stereotypes	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> </ul>	<p><i>Prejudice, discrimination and stereotypes-</i>          2. What is prejudice? Discuss differentiation between prejudice and discrimination. Give examples and children decide which one they are.</p>

		<ul style="list-style-type: none"> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p>3. Discuss how to recognise acts of discrimination and strategies to safely respond to and challenge discrimination- scenario cards.</p> <p>4/5. What are stereotypes? Recap last term's learning in computing. Discuss how we recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. How would they challenge stereotypes? Primary Stars lesson resources- Stereotyping</p>
	<b>Media literacy and Digital resilience</b> Evaluate media sources Share things online safely	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p>Covered in Autumn term Computing Lessons as well as internet Safety talk from LCC visitor.</p>
	<b>Money and Work</b> Understand influences and attitudes to money Know about money and financial risks	<ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> </ul>	<p>6. The role of money on people's lives- How does money/ spending impact health and wellbeing? Desire vs need. Financial hardship (link with Covid). Diamond ranking- prioritising spending.</p> <p>7. How to be a critical consumer- How do we pay for things? Why and how can we save? How do we decide if something is value for money? How are we influenced to spend by retailers? Look at adverts/ offers and scams.</p> <p>8. Value for money/ ethical spending- What choices do we have when spending? How do we know if something is value for money? Choice activities- pros and cons.</p> <p>9/10. Financial risk-</p>



		<ul style="list-style-type: none"> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p>What is risk? What is financial risk? When might we be encouraged to/ need to take financial risks? PSHE association- Exploring risk/ Chancing it- what is risk/ gambling? Why do people take risks? Scenario cards- would it be worth the risk?</p>
<p>Health and Wellbeing (Summer)</p>	<p><b>Physical health and Mental wellbeing</b>          Understand what affects mental health and ways to take care of it          How to deal with change, loss and bereavement          Manage time online</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> </ul>	

		<ul style="list-style-type: none"> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	
	<b>Growing and changing</b> Understand human reproduction and birth Increase independence Manage transitions	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	
	<b>Keeping safe</b> How to keep personal information safe Understand regulations and choices Know about drug use and the law Know about drug use and the media	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• 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</li> </ul>	

		<ul style="list-style-type: none"><li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li><li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li><li>• about the different age rating systems for social media, T.V, films, games and online gaming</li></ul>	
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