AUTUMN TERM 2025-26 YEAR 6			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
The Tudors	**Investigate and interpret evidence**	• 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.	1) Who were the **Tudors**? When did they live and when did they come to power? Think about what else was going on in the world at the same time as the Tudors (e.g, the Aztecs) - create a timeline of historical events. Learn about the **War of the Roses** and the **Battle at Bosworth** battlefield. 2) Who were the **Tudor monarchs**? Children to be given information about the Tudor monarchs and asked to complete some of their own research. Learn about the **Tudor family tree**. 3) **Henry VIII** - Look at images and **sources of evidence** linked to Henry VIII. What can we **deduce** about this life? Learn about his wives and the reason why he married so many times. 4) Henry VIII - What was life like under the rule of Henry VIII? Children will learn about how Henry VIII desire for a **male heir,** led to the **reformation of the Catholic church.** Think about the divisions this caused, not only in England but across the world, and the impact of this today. 5) Elizabeth I - Learn about the **Elizabethan era** and think about why she is considered one of the greatest monarchs of all time. Consider why it is significant that she died without an **heir to the throne**. Children to consider the following
	Build an overview of world history	• 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. • 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.	question: Who was the better monarch – Henry VIII or Elizabeth I? 6) **Tudor entertainment** - Consider why entertainment became so popular during the Tudor times. Look at sources of evidence which tells us about entertainment during these times. Learn about the **Globe theatre**. Children to **investigate** the Globe theatre. **Compare** the Globe theatre then and now.
	Understand Chronology	• 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	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity	

		• change • century • decade • legacy. • 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			
Biomes	**Investigate places**	• 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.	
	Investigate patterns	• 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.	What is a biome? Look at what the term 'biome' means, and locate and label biomes across the world. Using a range of sources to investigate different biomes. Research in pairs, identify relevant information, including information about their physical features. Compare with another biome. Focus on Marine biome. Look at the location of these on maps and look from google maps perspective. Can children name/label the 5 main oceans? Look at physical features of marine biomes, learning about the three vertical zones and the creatures who live there. Look at how human processes are affecting marine biomes.

	Communicate geographically	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **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).	Look at images, can children deduce what is affecting animals in marine biomes. Look at BBC Blue Planet, also use resources such as How do Humans impact the Ocean? – Ocean Conservation Trust and WWF_Oceans_and_Plastics_KS2_Handbook.pdf Focus on the Great Barrier Reef. How are human processes impacting this area? Look at climate change. What does this term mean and what affect is it having on the coral and animals in this area? Create a leaflet about climate change and how we can help.
Art & Design			
Art in Fashion	**Develop ideas**	• 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.	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? What is colour theory? What does this term mean? Explore complementary colours and why they would be good combinations for fashion. 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.
	Master Techniques	Painting • 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. Collage • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture • 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. Drawing • 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.	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. 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 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

		• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. Print • 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. Textiles • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media • Enhance digital media by editing (including sound, video, animation, still images and installations).	
	Take inspiration from the greats	• 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			
	Master practical skills	Food • 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. Materials • 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). • 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.	Bread Making - Understand the different ingredients used in making bread. - Taste a range of breads and make comments upon their preferences. - Learn about the techniques used to make bread. - Understand how to safely store bread and how long bread can stay fresh.

		• 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	• 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	• 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			
Living things and their habitats (Autumn term 1) Electricity (Autumn term 2)	**Work scientifically**	• 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. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.	**<u>Autumn 1 key focus</u>** **Using keys to classify plants and animals** *How can we identify, group and classify plants, animals and microorganisms?* <u>Key Vocabulary</u> **Plan, enquiry, recording, explanations, patterns, classification keys** **<u>Autumn 2 key focus</u>** **<u>Planning, carrying out and evaluating a fair test</u>** *How does the voltage in a circuit affect the brightness of a bulb and the loudness of a buzzer* <u>Key Vocabulary</u> **Plan, measurement, enquiry, accuracy, repeat readings, data, recording, table, variables, fair test, predictions, conclusions, causal relationships, explanations, patterns**

		• 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	• Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things.	
	Understand animals and humans	• 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	• 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.	**Autumn 1- Living things and their habitats (7 sessions)** **Step 1-Conditions for Life** • Explore conditions for life and differences between living and non-living things. • What is an organism? What do animals and plants need to survive? How can we group organisms based on their conditions for life? • Children group different things as living and non-living. Possible visit to south site. Children explain why they have grouped them in this way. **Key vocab-**organism, excretion, reproduction, living, non-living **Step 2-Group organisms** • Introduce enquiry question- *How can we identify, group and classify plants, animals and microorganisms?* • Groups animals and plants based on their characteristics. • Recap different organisms including flowering and non-flowering plants, vertebrates (mammals, birds, fish, amphibians, reptiles) and invertebrates. • Sort and group coins and sweets- focus on features. • Sort and group images of flowering and non-flowering plants, vertebrates and invertebrates in different ways- focus on characteristics and explanation. **Key vocab-** Organism, Vertebrate, Invertebrate, Flowering plant, non-flowering plant **Step 3-Classify animals** • Look at classification systems and discuss reasons for grouping of animals. • Revisit classification keys (introduced in Y4). • Use a range of buttons and children classify using 'yes/ no' questions given. • Use classification keys to classify animals according to their features- create own 'yes/ no' questions.

			• Why are classification keys important? What questions can we use to create these? What are open/ closed questions? **Key vocab-** Classification, classification key, molluscs, arachnids, **Step 4-Classify plants** • Recap classification keys and what makes a good question/ what features to focus on. • Use images of plants- create questions to help separate and classify them. • Use real plants- children closely observe and classify these. Compare with other groups. • What are the different ways that scientists classify plants? What questions can be used to create classification keys for plants? **Key vocab-**Flowering plant, non-flowering plant, deciduous trees, evergreen trees, coniferous trees **Step 5-Microorganisms** • What is a microorganism? Describe bacteria, viruses and fungi. • Use yeast to demonstrate microorganisms as living things. • Where can bacteria be found and what can they do? What diseases can viruses cause? How are some bacteria helpful to humans? **Key vocab-**Organism, microorganism, bacteria, viruses, fungi **Step 6-Classify microorganisms** • Play 'Which microorganism am I and can you classify me?' • Sentence stem activity- *bacteria are similar to viruses because…, bacteria are similar to viruses but…, bacteria are similar to viruses so…* • How can microorganisms be classified? What questions can we use to classify them? How are bacteria, viruses and fungi similar/ different?

			<u>Key vocab-</u>Classification, Classification key, Microorganisms, bacteria, viruses, fungi **<u>Step 7-</u>Carl Linnaeus** • Introduce Carl Linnaeus and his work. • Children use information given to create a timeline of his life. • Use question types to write a paragraph summing up his work and its impact on how organisms are classified today- statement, question, command, exclamation. • Who was Carl Linnaeus? Why did he create the classification system? How did he classify animals? What challenges did he face? Why do you think he didn't classify microorganisms? How have advances in Science allowed us to do this? **<u>Key vocab-</u>**Carl Linnaeus, Classification, Characteristics, Vertebrate, Invertebrate
	Understand evolution and inheritance	• 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	• 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. • 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, oxidisation and the action of acid on bicarbonate of soda.	
	Understand the Earth's movement in space	• 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	• 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	**Autumn 2- Electricity (6 sessions)** Also see objectives in 'Working Scientifically'. 1- Electrical safety -create a poster 2- Creating circuits - name equipment

		bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.	- experiment with equipment to create a circuit - create circuits on cards first predicting whether or not they will work - explain how to create a working circuit 3- B- **label** and **learn** the recognised symbols for representing components in a circuit diagram. A- **Make** circuits then **represent** them in circuit diagrams and **apply** component symbols appropriately. D- How do the images of recognised symbols relate to their function? 4- B- **Observe** and **describe** the effect of changing the number and voltage of cells used in a series circuit. A- **Experiment** with, **explain** and **demonstrate** the pattern between the voltage of cells and the brightness of a bulb (emphasising continuous variables noted by the use of comparative degrees ending in er). D- **Suggest why** a bulb or buzzer may stop working when the voltage is increased. 5- B- **Observe** and **describe** the effect of placing extra bulbs (or buzzers) into a circuit and how this can be overcome by increasing the number and voltage of cells. A- **Predict** the outcome of placing various components into an electrical circuit and **explain** why this happens. **Explain the patterns** (emphasising continuous variables noted by the use of comparative degrees ending in er). D- **Investigate** the concept of resistance and **prove or disprove** that components, including wire, provide are resistors. Is it possible (**suggest, prove**) to make your own resistor? <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**

	Understand movement, forces and magnets.	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • 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. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
	Understand light and seeing	• Understand that light appears to travel in straight lines. (1) • 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. (1, 2 & 3) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the	<u>Y6 Autumn term 2</u> 1 - Investigate how light travels using torches. B-Model and **draw** and **label** scientific diagrams to show the direction of light travel and how we see. A- **Experiment** with ways that demonstrate how light travels. D- **Investigate** whether light can ever 'bend' around corners and present information on this. Does blocking light prove that it travels? (**reason, investigate**)

		objects that cast them, and to predict the size of shadows when the position of the light source changes. (4 & 5) • 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.(1, 2 & 6)	2 & 3- Investigate reflection using mirrors. B- **Observe** and **describe** how light diverges from a source. A- **Predict** where light will appear after hitting a reflective surface. **Experiment** with making or using a periscope to demonstrate how objects may be seen. **Explain** what is happening to the light. D- **True or false**: light is invisible? 4 & 5- Shadow dance - Plan and carry out shadow investigation. Using knowledge from investigation explain how the shadow dancers vary size. B- **Draw** and **label** diagrams that show how shadows are formed and that the size of the shadow may be predicted when the position of the source of light changes. **Describe** how divergent light from a source affects the size of shadows. A- **Explain** why shadows are 'longer' in the winter and 'shorter' in the summer. **Explain** why a shadow of an object may not appear to be the same shape as the object. **Is it possible (reason)** that a shadow can be formed that is smaller than the object that created it? 6- Investigate refraction and explain using knowledge of how light travels. B- **Draw** and **label** diagrams to explain how we see. D- **Investigate** and present information on how objects, such as a stick, appear to bend when placed in water. <u>Key vocabulary</u> **Light, see, travels, straight, block, diverge, eye, reflect, medium, periscope, shadow, shape, refraction, diffraction**

	Investigate sound and hearing	• 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			
Internet communication 3D modelling	**Code**	• 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. • Use the Boolean operators () < () () = ()	**Autumn term 1: Internet communication** Searching the web: - Complete a web search; - Compare results. Selecting search results: - Explain why we need tools to find things online; - Relate a search term to the search engine's index. How search results are ranked: - Explain that search results are ordered; - Explain that a search engine follows rules to rank relevant pages. How are searches influenced? - Describe some of the ways the search results can be influenced; - Recognise some of the limitations of search engines; - Explain how search engines make money. How we communicate:

		() > () ()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	- Explain different ways in which people communicate; - Identify that there are a variety of ways of communicating over the internet. Communicating responsibly: - Compare different methods of communicating on the internet; - Decide when I should and should not share. **Autumn term 2 – 3D modelling** What is 3D modelling? - Discuss the similarities and differences between 2D and 3D shapes; - Explain why we might represent 3D objects on a computer; - Select, move, and delete a digital 3D shape. Making changes: - Identify how graphical objects can be modified; - Resize a 3D model; - Change the colour of a 3D model. Rotation and position: - Rotate and position 3D models; - Select and duplicate 3D models. Making holes: - Identify 3D shapes needed to create a model of a real-world object; - Create digital 3D objects of an appropriate size; - Group a digital 3D shape and a placeholder to create a hole in an object.

		Round () () of ().	Plan own 3D model: - Plan 3D model and choose which objects needed to construct objects; - Modify multiple 3D objects. Develop and improve 3D models: - Decide how a model can be improved; - Modify a model to improve it; - Evaluate.
	Connect	• 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	• 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	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music			
Y6 **Unit 1: How Does Music Bring Us Together?**	**Perform**	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble.	UNIT 1 **Listening and responding to:** 1 Do What You Want To by Joanna Mangona and Chris Taylor (Motown)

Unit 2: How Does Music Connect Us With Our Past? **<u>Understanding Music Vocabulary</u>** Unit 1 Tempo: 66bpm Time Signature: 3/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A B C D E F G Tempo: 66bpm Time Signature: 3/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A B C D E F G		• 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).	2 Something Helpful by Anna Meredith (electronic) 3 It's All About Love by by Joanna Mangona and Chris Taylor (pop) 4 Fanfare For The Common Man by Aaron Copeland (20th and 21st century orchestral) 5 Sunshine On A Rainy Day by Joanna Mangona and Chris Taylor (soul) **Performing:** Glockenspiel/ voice 1 Do What You Want To 2 B It's All About Love 3 Sunshine On A Rainy Day **Composing** N/A **Improvising** with CDE/ CDEFG UNIT 2 **Listening and responding to:** 1 My Best Friend by Joanna Mangona and Chris Taylor (soul) 2 Why? By Supaman (Hip-Hop) 3 Singing Swinging Star by Joanna Mangona and Chris Taylor (swing) 4 The Rite of Spring by Igor Stravinsky (20th and 21st Century) 3 Roll Alabama by unknown (rock) **Performing:** Glockenspiel/ voice 1 My Best Friend 2 Singing Swinging Star 3 Roll Alabama **Composing** with CDE/ CDEFG/ CDEFGAB **Improvising** with CDE/ CDEFG/ CDEFGAB
	Compose	• 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). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.	
	Transcribe	• 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 ♭ (flat) symbols. • Use and understand simple time signatures.	
	Describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • 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			
Swimming Netball	**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).	<u>Swimming</u> Aim is to get all children leaving KS2 being able to swim 25 metres. <u>Netball</u> Inspire + coach will be leading these sessions.

		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. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations.	
Worldviews			
Worldviews – Should a worldview always stay the same?	**Understand beliefs and teachings**	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.	<u>Autumn Term:</u> 1. What is a worldview? Is it true that we all have the same worldview. If not, why not? 2. Introduction to theology. What does it mean? 3. What is social science? Human and social scientists are interested in asking questions about religious and non-religious worldviews so that they can understand more about the ways in which people live their lives.
	Understand practices and lifestyles	Explain the practices and lifestyles involved in belonging to a faith community.	

		Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.	Human and social scientists are particularly interested in finding out more about how context affects the ways in which people live out their worldviews. 4. Introduction to philosophy – Philosophers are interested in asking questions about religious and non-religious worldviews so that they can understand more about the ways in which people think about themselves and the world around them. 5. Christianity– what do we know and how has this faith worldview changed? 6. Atheism– what do we know and how has this non faith worldview changed?
	Understand how beliefs are conveyed	Explain some of the different ways that individuals show their beliefs.	
RSE & PSED			
	Attraction to others; romantic relationships; civil partnership and marriage	what it means to be attracted to someone and different kinds of loving relationships • 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	**Autumn 1** **Being Me in My World** 1. My year ahead 2. Being a global citizen 1 3. Being a global citizen 2 4. The learning charter 5. Our learning charter 6. Owning our learning charter **Autumn 2** **Celebrating difference** 1. Am I normal? 2. Understanding difference. 3. Power struggles 4. Why bully? 5. Celebrating difference. 6. Celebrating difference.

Safe relationships	Recognising and managing pressure; consent in different situations	to compare the features of a healthy and unhealthy friendship • 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 • 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- through computing	