Year 5 and 6 Curriculum Plan: Two Year Cycle (2020 – 2021/ 2021 – 2022)

Cycle 1 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic themes	**A Voyage of Discovery – Charles Darwin and the HMS Beagle**	**Battle of Britain – World War 2**	**Ancient China - The Shang Dynasty**	**Fever, Fire and Fashion - 17th Century London**	**Angry Earth - Earthquakes and Volcanoes**	**You're Hired - Jobs, Careers and the Fiver Challenge**
(Geography /History)	Habitats, Adaptation and Evolution. Darwinism vs Creationism debate.

What experiences and observations influenced Darwin's ideas? What adaptations can we observe in nature?

Locational Knowledge: The Poles. Locate the world's countries, using maps

Identify the position and significance of latitude, longitude, Equator, Northern | The causes and politics of WW2, evacuees, school life and air raids, the Blitz, rationing, land girls.

What would life in a primary school be like in WW2? What would being evacuated away from home during the Blitz be like? How was the nation kept supplied during the war?

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | A study of ancient Chinese life and achievements, their influence on the Western world.

Who were they, what did they pioneer, what was their culture, medicine, religion and traditions?

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. | The Great Fire, Ice Fairs, the Plague, the Fashions of the era.

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, | The tectonic plates, the Ring of Fire, what life is like living near volcanoes.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Running small businesses and culminating in a sale fair in the hall.

Complete a project booklet to document the teamwork, allocation of roles, decision making, planning, accounting, production and execution of their Fiver Challenge businesses |

			AD 900; Benin (West Africa) c. AD 900-1300.	food, minerals and water		
English	**Informal Letter** – from Charles Darwin to Captain Robert Fitzroy, accepting invitation to join HMS Beagle as the ship's naturalist. **Recount** – life on board the HMS Beagle **Persuasive** – evolution vs creation debate	**Diary** – write a diary from the perspective of an evacuee during WW2 **Poetry** – study WW2 poems and write own version	**Biography** – Lady Fu Hao, female leader of the Shang Army **Narrative** – on the theme of Oracle (Dragon) Bones. Written in 1st person as priest who has to answer questions posed by Shang King	**Formal letter** – from one of two viewpoints (optimist or pessimist) about relative merits of Frost Fairs on Thames **Persuasive** – 17th century make-up advert	**Narrative** – from viewpoint of local during eruption of Krakatoa **Explanation** – illustrated poster with text to explain how a volcano erupts	**Poetry** – performance poems about animals **Play scripts** – learn and perform play using script for UKS2 summer performance
Guided Reading	Whole Class Reading of Holes by Louis Sachar	Whole Class Reading of Holes by Louis Sachar	Whole Class reading of Hatchet by Gary Paulsen	Whole Class reading of Hatchet by Gary Paulsen	Whole Class reading of Pax by Sara Pennypacker	Whole Class reading of Pax by Sara Pennypacker
	Non-Fiction: Animal Welfare, Holiday of a Lifetime Poetry on the theme of: Childhood (Poison Tree)	Non-Fiction: Clowning Around (Rigby), war time diaries Poetry on the theme of: Football - Clever Trevor by Benjamin Zephaniah (Youtube) and Football Training (Under The Moon)	Non-Fiction: Oracle Bones, How fireworks work (Rigby), Amazing Microbes (Rigby) Poetry on the theme of: Dialects (Poison Tree)	Non-Fiction: Diary of Samuel Pepys extracts, Stomp (Rigby) Poetry on the theme of: Jackie Kay – Duncan Gets Expelled, The Past (Under The Moon)	Non-Fiction: Volcano Info texts, Six of the Best, 1 and 2 (Rigby), Poetry on the theme of: Arguments (Poison Tree)	Non-Fiction: Scooter Millionaire, Theo's Takeaway Taverna (both Rigby) Play practice – A Pinch of Salt (Rigby)
Maths (Year 5)	Daily Practice of Times tables using TTRS and TT Ninjas Daily Fluency practice of areas covered recently and those identified as needing to revisit, using '4-A-Day', Year 5 Level					
	Place value: **What is place value? How many times bigger/smaller are columns to the left/right?**	**Number:** **How can we identify multiples beyond our times tables? What happens to our columns when we**	**Decimals:** **What happens to the value of digits as we go right or left in the place value columns?**	**Number:** **Why do square numbers have an odd number of factors?**	**Angles:** **Which rule can I use to find a missing angle? How can knowledge of angles help me**	**4 Operations:** Revisit long multiplication using practical investigations through eg sport and exercise

	What happens when a column is full? **What happens when we count across 1?** Roman numerals, compare and order numbers to 100,000by identifying value of digits, rounding to 100,000, negative number **Addition, Subtraction, Multiplication, Division:** **How and when are mental calculations useful?** **What is the most efficient written method for each operation when we deal with larger numbers?** Add and subtract up to 4 digit numbers, use long multiplication and bus stop short division with remainders, estimate and approximate, inverse operation, multi-step problems **Perimeter and Area:**	**multiply and divide by powers of 10?** Factors, multiples, multiply and divide by powers of 10, square number, BIDMAS **Statistics:** **Why is it useful to represent sets of data in different ways?** Line graphs, tables, 2 way tables and timetables **Fractions:** **What makes fractions equivalent to each other?** **What is my preferred method for converting from improper fractions to mixed number and vice versa?** Simplify fractions, equivalent fractions, change from improper to mixed number, compare and order fractions, add and subtract fractions and mixed numbers, fractions of amounts	**How many thousandths make 1 hundredth?** **How many hundredths make 1 tenth?** Using hundredths and thousandths, compare and order decimals, multiply and divide decimals by powers of 10, rounding decimals, add and subtract decimals **Percentages:** **When do we use % in real life?** **How can we convert % to decimals and vice versa? And to fractions?** FDP, converting between the 3 forms using base of 100 **Geometry:** **How do we represent the method of calculating volume?** Volume of cuboids, moving from counting cubes to calculating using the formula	**What would a number be to the power n?** Revisit square numbers, cube numbers, revisit **Reflection and Translation:** **What is the difference between a reflection and a translation of a triangle?** **What rules can we find for coordinates when we reflect in the axes?** Reflection in a mirror line or axis in 2 quadrants, reflection of complex patterns to spot mistakes, translation in 2 quadrants **Algebra, Formulae, Equations:** **Why is algebra useful in maths and science?** **How can I balance an equation?** Introducing algebra using easy examples of Year 6 questions	**draw 2D shapes accurately?** Using a protractor to measure and draw angles, find missing angles in a right angle, straight line, full turn, using opposite angles, in a triangle or quadrilateral **Time:** **What are the useful methods to count forward and back in units of time?** **How do I convert between 12h, 24h and digital time?** Reading analogue and digital clocks, counting forward and back in increasingly large amounts to find start or finish times, solve word problems involving time	**Measure:** Convert between units of measure using practical activities eg materials to build a climbing frame **3D Shape:** Identify numbers of vertices, edges and faces of 3D shape inc cubes and cuboids and others **Statistics:** Record sets of data using surveys and measurement, representing those using line graphs and bar charts

	When might it be useful in the real world to know perimeter or area of shapes? Find perimeter and area of simple and complex multi linear shapes and solve word problems on the same, estimate area of complex shapes			**Ratio and Proportion:** **How can I draw shapes using a scale factor?** **When do we use ratio in real life?** Introducing ratio and proportion using easy examples of Year 6 questions		
Maths (Year 6)	Daily Practice of Times tables using TTRS and TT Ninjas Daily Fluency practice of areas covered recently and those identified as needing to revisit, using '4-A-Day', Year 6 Level					
	Place value: **What is place value?** **How many times bigger/smaller are columns to the left/right?** **What happens when a column is full?** **What happens when we count across 1?** Roman numerals, compare and order numbers to 1 million by identifying value of digits, rounding to 1 million, negative number **Addition, Subtraction, Multiplication, Division:**	**Number:** **How can we identify multiples beyond our times tables?** **What happens to our columns when we multiply and divide by powers of 10?** Factors, multiples, common factors and multiples, multiply and divide by powers of 10, square number, cube number, BIDMAS **Statistics: Why is it useful to represent sets of data in different ways?** Line graphs, tables, 2 way tables and	**Fractions:** **What happens to the value of an integer or fraction when we multiply by a fraction?** **What happens to the value of a fraction when we divide by an integer?** Divide fractions, fractions of amounts, giving remainders in division as fractions **Decimals:** **What happens to the value of digits as we go right or left in the place value columns?**	**Number:** **Why do square numbers have an odd number of factors?** **What would a number be to the power n?** Revisit square numbers, cube numbers, revisit common factors and multiples **Reflection and Translation:** **What is the difference between a reflection and a translation of a triangle?**	**Angles:** **Which rule can I use to find a missing angle?** **How can knowledge of angles help me draw 2D shapes accurately?** Using a protractor to measure and draw angles, solve multi-step problems to find missing angles in a right angle, straight line, full turn, using opposite angles, in a triangle or quadrilateral **Time:**	**Number:** Revisit long division using practical investigations through eg sport and exercise Revisit BIDMAS **Measure:** Convert between units of measure using practical activities eg materials to build a climbing frame **3D Shape:** Identify numbers of vertices, edges and faces of 3D shape inc cubes and cuboids and others

How and when are mental calculations useful? **What is the most efficient written method for each operation when we deal with larger numbers?** Add and subtract up to 4 digit numbers, use long multiplication and long division with remainders, estimate and approximate, inverse operation, multi-step problems **Perimeter and Area:** **When might it be useful in the real world to know perimeter or area of shapes?** Find perimeter and area of simple and complex multi linear shapes and solve word problems on the same	timetables, circles, pie charts, find the mean of a set of data **Fractions:** **What makes fractions equivalent to each other?** **What is my preferred method for converting from improper fractions to mixed number and vice versa?** Simplify fractions, equivalent fractions, change from improper to mixed number, compare and order fractions, add and subtract fractions and mixed numbers, fractions of amounts, multiply fractions by integers and by other fractions	**How many thousandths make 1 hundredth?** **What must I remember when writing addition or subtraction problems out in written form? Why?** Using hundredths and thousandths, compare and order decimals, multiply and divide decimals by powers of 10, rounding decimals, add and subtract decimals, multiply and divide decimals by integers **Percentages:** **When do we use % in real life?** **How can we convert % to decimals and vice versa? And to fractions?** FDP, converting between the 3 forms, percentages of an amount and in word problems **Geometry/ Intro to Algebra:**	**What rules can we find for coordinates when we reflect in the axes?** Reflection in a mirror line or axis into all four quadrants, reflection of complex patterns to spot mistakes, translation in all 4 quadrants **Algebra, Formulae, Equations:** **Why is algebra useful in maths and science?** **How can I balance an equation?** Representing numbers with letters or symbols, substitution of known values, finding and using an algebraic rule, 1 step and 2 step equations, solving equations **Ratio and Proportion:** **How can I draw shapes using a scale factor?** **When do we use ratio in real life?**	**What are the useful methods to count forward and back in units of time?** **How do I convert between 12h, 24h and digital time?** Reading analogue and digital clocks, counting forward and back in increasingly large amounts to find start or finish times, solve word problems involving time **Area:** **How can I use my knowledge of area of rectangles to find area of other shapes?** Area of triangles and quadrilaterals	**Statistics:** Record sets of data using surveys and measurement, representing those using line graphs and pie charts

			How do we represent the method of calculating volume? Volume of cuboids, moving from counting cubes to calculating using the formula	Using scale factors both to enlarge and reduce 2D shapes, using ration to scale up or down values in eg recipes, rates		
Science	**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		**Light** Recognise 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 eye. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **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 effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect		**Properties and Changes of Materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that 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 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	
PHSE Jigsaw Year 5/6	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music - Churanga Year 5	**Cuckoo! Old Abram Brown (Britten)**	**Christmas Presentation Unit for KS2**	**Livin on a Prayer (Rock)**	**Mun Married New Yr Carol (Britten)**	**Hip Hop Course** A rich collection of resources and stimuli	**Hip Hop Course Composition**

	Based on 2 songs from Benjamin Britten's Friday Afternoons, forming part of a nationwide singing project	Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes	A range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills	Based on 2 songs from Benjamin Britten's Friday Afternoons, forming part of a nationwide singing project	for experimenting with, and exploring the Hip Hop genre including sequencing, mixing and sampling	Building on the skills learnt the previous half term the children in year 5 write their own compositions to be performed for the year 6 as part of their Leavers celebrations
French – following Rigolo 2, Units 1-6	1. Salut Gustave – greetings, brothers and sisters, consolidating the verbs avoir and etre	2. A L'ecole – school subjects, time	3. La nourriture – food, giving opinions about food	4. En ville – places in the town centre, directions, time recap	5. En vacances – going on holiday, activities on holiday, opinions about holidays	6. Chez moi – rooms at home, what people do at home
	• Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories • Read and understand the main points and some detail from a short written passage • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs • Write sentences on a range of topics using a model • Compare attitudes towards aspects of everyday life • Recognise and understand some of the differences between people • Present information about an aspect of culture					
Computing - Purple Mash Year 5	Coding Programs – 2Code	Online Safety Spreadsheets Programs – Various	Databases Programs –2Question, 2Investigate	Game Creator Weeks – 5 Programs – 2DIY	3D Modelling Programs – 2Design	Concept Maps Programs – 2Connect
Religious Education Emmanuel Project UKS2	**Christianity – Teachings and Authority - Gospel** Why is the Gospel such good news for Christians?	**Christianity – Pilgrimage** Why do Christians think being a pilgrim is a good analogy for life itself?	**Hinduism – Teachings and Authority - Moksha** What spiritual pathways to moksha are written about in Hindu scriptures?	**Judaism – Worship, Pilgrimage and Sacred Places - Holiness** What is holiness for Jewish people – a place, a time, an	**Christianity – Worship, Pilgrimage and Sacred Places - Eucharist** Should believing in the resurrection change how Christians view life and death	**Humanism - Journey of life and death - Happiness** Why do humanists say that happiness is the goal of life?

				object or something else?		
Art					**Painting – Andy Warhol** Produce own version of Volcano picture using watercolour or acrylic	Cross-curricular link to Topic - Design Posters and promotional material for the product
Design Technology	**Cooking – Bread** Link to WW2 topic and put in historical context as many more people used to bake own bread. 2 sessions – first to make basic bread, second to improve recipe with added flavours (sweet or savoury) • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				Design and produce props, costumes and scenery for school production	Design and produce props, costumes and scenery for school production
P.E.	**Cricket** - strike a ball with intent and throw it more accurately when bowling and/or fielding - judge how far they can run to score points	**Dance – Vivaldi's Four Seasons - Winter** - think about character and narrative ideas created by the stimulus, and respond through movement - experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and	**Gym** - develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make sequences with changes of speed, level and direction, and clarity of shape	**Football** - travel with a ball showing changes of speed and directions using either foot or hand. - use a range of techniques when passing, eg high, low, bounced, fast, slow	**Athletics** - sustain and maintain running speed, improve on personal target, organize and manage an athletic event well - choose pace for running, plan and carry through an event	**Tennis/ Badminton** - effectively play a competitive net/wall game keep and use rules they are given - try to make things difficult for their opponent by directing the ball to space, at different speeds and heights

		continuity when working on their own, with a partner and in a group				

Cycle 2 – 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic themes	**Poles Apart: Polar Exploration**	**To The Stars: Space and the Planets**	**Groovy Greeks: Ancient Greece**	**Layers of London: Britain's Capital City**	**The Maya: Rites and Rituals**	**Suffragettes: Votes for Women**
(History/ Geography)	The Age of Exploration – British pioneers and the race for the Poles Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Locational Knowledge: The Poles. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		A study of Greek Life and achievements and their influence on the Western world Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the legacy of Greek or Roman culture (art, literature, architecture) on later	Locational Knowledge: Counties, Cities, Trade links in the UK, Major features of the Capital Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Geographical Skills and Fieldwork – study a local area/ feature	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Geographical Skills and Fieldwork – study a local area/ feature such as the school/ church site, a stream or river, woodland

	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere etc Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		periods in British history, inc the present day	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	such as the school/ church site, a stream or river, woodland Use the 8 points of the compass, 4 and 6 figure grid references, symbols and keys to build their knowledge of the UK and wider world Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, inc. sketch maps, plans and graphs and digital technologies	Use the 8 points of the compass, 4 and 6 figure grid references, symbols and keys to build their knowledge of the UK and wider world Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, inc. sketch maps, plans and graphs and digital technologies
English	**Biography** – of Ernest Shackleton **Formal Letter** – apply for MI5 job **Poetry** – Parody of 'If' by Kipling	**Journal/Diary** – of an astronaut **Newspaper Reports** – of a key event in partner's Space Journal **Informal Letters** – Christmas themed	**Myth** – extend family of Greek Gods and create new Myth **Narrative** – short story – life in Ancient Greece	**Instructions** – directions for a journey on the Tube **Legend/Folktale** – London themed	**Persuasive** – Sacrifice debate, Job Adverts **Poetry** – narrative poems	**Magazine Article** – the 1913 Epsom Derby suicide **Information leaflets** – Millicent Fawcett and the Hyde Park rallies
Guided reading	Whole Class Reading of Wonder by RJ Palacios	Whole Class Reading of Wonder by RJ Palacios	Whole Class Reading of Percy Jackson and the Lightning Thief by Rick Riordan	Whole Class Reading of Percy Jackson and the Lightning Thief by Rick Riordan	Whole Class Reading of Coraline by Neil Gaiman	Whole Class Reading of Coraline by Neil Gaiman

	Non-Fiction: Biography of Ernest Shackleton, Voyage of HMS Endurance, Secret Agent (Rigby) Poetry on the theme of: Grandmothers, Conversations	Non-Fiction: Extraordinary Eclipses (Rigby), The Remote Controlled Car Catalogue (Rigby) Poetry on the theme of: Animals	Non-Fiction: It's all Greek to me (Rigby) Myths and Legends: Theseus and the Minotaur, Pandora's Box, Pegasus, Medusa	Non-Fiction: Joseph Bazalgette and the London Sewers Poetry on the theme of: London Underground by Nitin Sawhney	Non-Fiction: In Search of Eldorado (Rigby), The Cadbury Brothers (Rigby), Mayan Rituals, Mayan Calendar Poetry on the theme of: Shape poems	Non-Fiction: Education for Girls (Rigby), News report on 1912 Derby, Biography of Millicent Fawcett Poetry on the theme of: Personification
Maths (Year 5)	**Year 5**: Place value, Addition, Subtraction, Multiplication, Division, Statistics, Perimeter and Area	**Year 5**: Multiplication, Division, Fractions, Decimals, Percentages	**Year 5:** – Geometry, Angles, Shapes, Measures	**Year 5**: Place value, Addition, Subtraction, Multiplication, Division, Statistics, Perimeter and Area	**Year 5**: Multiplication, Division, Fractions, Decimals, Percentages	**Year 5**: – Geometry, Angles, Shapes, Measures
Maths (Year 6)	**Year 6**: Place value, Addition, Subtraction, Multiplication, Fractions, Geometry	**Year 6**: Decimals, Percentages, Algebra, Measurement, Ratio	**Year 6:** – Shapes, Problem Solving, Statistics, Investigations	**Year 6**: Place value, Addition, Subtraction, Multiplication, Fractions, Geometry	**Year 6**: Decimals, Percentages, Algebra, Measurement, Ratio	**Year 6**: – Shapes, Problem Solving, Statistics, Investigations
Science	**Electricity** Circuits, number of cells in relation to power, brightness of bulbs, using correct symbols on circuit diagrams **Earth and Space** Linked through Topic. Movement of planets, orbits, seasons, days, months, years. Spherical bodies, rotation			**Living Things – Classification and Life Cycles** Differences in the life cycles of a mammal, an amphibian, an insect and a bird, life process of reproduction in some plants and animals. How living things are classified into broad groups according to common observable characteristics		**Animals, including Humans** Changes in humans as they age - puberty and reproduction Identify and name the main parts of the human circulatory system, impact of diet, exercise, drugs and lifestyle on the way their bodies function, ways in which nutrients and water are transported within animals, including human
PHSE Jigsaw Year 5/6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music - Churanga Year 6	**Fresh Prince of Bel Air (Hip Hop)** A range of styles and genres and musically draw together listening/appraising,	**Christmas Presentation Unit for KS2** Cross curricular opportunity to organise, promote,	**"Ee-oh"! The Useful Plough (Britten)** Based on 2 songs from Benjamin Britten's Friday Afternoons, forming	**Make you feel my love (Ballad)** A range of styles and genres and musically draw together listening/appraising,	**Lean on Me (Gospel)** A range of styles and genres and musically draw together listening/appraising,	**Celebrating Music** The year 6 leavers revisit their favourite songs and prepare to perform a selection at

	composing/improvising and performing skills	produce, perform and evaluate a 60 minute presentation involving groups and classes	part of a nationwide singing project	composing/improvising and performing skills	composing/improvising and performing skills	their Leavers celebration
French Following Rigolo 2, Units 7-12	7. Le Weekend - activities, like and dislikes, what I don't do	8. Les Vetements - clothes, opinions about clothes, prices (numbers 60-80)	9. Ma Journee - daily routines, opinions about routines, breakfast	10. Les Transportes - transport, where are you going? How are you getting there? buying tickets	11. Le Sport - which sports do you like, giving opinions and reasons	12. On va faire la fete! - describing people and clothes, ordering food in a cafe

- Understand the main points and simple opinions in a spoken story, song or passage
- Perform to an audience
- Understand longer and more complex phrases or sentences
- Use spoken language confidently to initiate and sustain conversations and to tell stories
- Read and understand the main points and some detail from a short written passage
- Identify different text types and read short, authentic texts for enjoyment or information
- Match sound to sentences and paragraphs
- Write sentences on a range of topics using a model
- Compare attitudes towards aspects of everyday life
- Recognise and understand some of the differences between people
- Present information about an aspect of culture

Computing - Purple Mash Year 6	Coding Programs: Main Programs – 2Code	Online Safety Spreadsheets Programs – Various	Blogging Programs – 2Calculate	Text Adventures with Coding Programs – 2Blog	Networks Programs – Various	Quizzing Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
Religious Education - Emmanuel Project UKS2	**Christianity – Incarnate** How do Christians show their belief that Jesus is God incarnate?	**Christianity – Wisdom** When Christians need real wisdom, where do they look for it?	**Buddhism** How does the Triple Refuge help Buddhists in their journey through life?	**Islam** How does Tawhid create a sense of belonging for Muslims?	**Christianity – Resurrection** Should believing in the resurrection change how Christians view life and death	**Christianity – Heroes of Faith** How do the 'Heroes of Faith' encourage Christians today

Art	**Printing – The Great Wave (Hokusai)** • Use sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. •		**Painting – LS Lowry** • Use sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.		**Mixed Media - Michael Snow** • Use sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.
Design Technology	**Vehicle – Mechanic Construction:** Design and build a controllable moon buggy • Understand how key events and individuals in design and technology have helped shape the world • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		**Food –** Greek Foods Day. Make, taste, analyse and give opinion on variety of Greek foods inc flatbreads, hummus, tzatziki and taramasalata • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		**Electricity:** Design and build a Light Box • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
P.E.	**Hockey** - travel with a ball showing changes of speed and directions using either foot or hand	**Dance – Stop the Cavalry** - think about character and narrative ideas created by the stimulus, and respond through movement	**Gym** - plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including	**Football** - choose when to pass or dribble, so that they keep possession and make progress towards the goal	**Athletics** - acquire and develop strength, stamina and speed when running, jumping and throwing, know rules, judge events	**Tennis/ Badminton** - play recognized version of net game showing tactical awareness and knowledge of rules and scoring.

	- try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	- experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	variations in speed, levels and directions	- use a range of techniques when passing, eg high, low, bounced, fast, slow	- adapt skills and techniques to different challenges and equipment	- hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body