

REAL PROJECTS



R
rigorous

E
engaging

A
authentic

L
learning



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Produce a legacy sculpture as a gift to the school community. As well as exhibiting varied creations of the image in a variety of mediums.



ESSENTIAL
QUESTION

If pictures could talk what would they say?

Term: Summer 1st half 2021

Class: Turquoise

Classroom Immersion: Cameras, art areas, D/T areas

Trips/Experiences: Tanglewood, Paul - quiet garden reconciliation statue.

Experts: Zanna to build withey/wire sculpture for school grounds

Launch: -Visit to Tanglewood 8th June 2021?

Home Learning :

- Year book related
- Research and create a timeline of artists that create sculptures.

Literacy

Choose a writing genre to express their response to the question with a view of reading it out confidently- (iPads to record ideas, voice over for pictures)

Write a biography about Milov

Driving text: A variety of RJ texts from different genres. DERIC :activities

Weekly spellings and integral purposeful SPAG delivered throughout lessons

Maths

Shape, space and measures

Daily 20 in 20/5 a day and weekly arithmetic

Science

Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- In relation to our sculptures of the human form

History

-History of film, art and photography.

Outdoor learning

Home learning - collect drift wood from the beach to frame our pictures and make key rings.

Mini Project

Use writing genre of choice to answer question and perform

Writing/oracy Critique



Legacy Jobs/ Independent writing task

- Research Barbara Hepworth, Jacometti
- Ukranian artist Alexander Milov
- End of year Year book pages/Word salads/Pictures of them as children emailed from parents.
- Annotated drawing of their sculpture.

Creative

Mazy image- Hawaiian luau lady on a surfboard.

RE/Virtues/PSHE

SRE

Whole project has a restorative theme

MFL

-Latin

Computing

- Film making, digital photography, editing, imagery.

A day of silence- Silent films day. Staff to make a silent film to share

PE

Rounders and athletics- Arena planning

Literacy

-Writing
-Learning oracy skills to articulately and proactively answer our essential question
DERIC : RJ articles, texts
Weekly spellings and integral purposeful SPAG delivered throughout lessons

Maths

Statistics
Daily 20 in 20/5 a day and weekly arithmetic papers

Geography

Look at where Hawaii and UK are on a world map. Draw individual maps of each country. Compare and contrast landscapes, cultures, demographics and economies. Look at plate tectonics and volcanoes etc and effects of climate change on the environments in both .

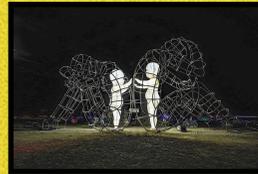
Outdoor learning

Oracy activities
Sculpture building

Mini Project

To recreate the sculpture out of a medium of their choice.

Art/DT critique



Legacy Jobs/Independent Writing Tasks

- Research Barbara Hepworth, Jacometti
- Ukranian artist Alexander Milor
- End of year Year book pages/Word salads/ Pictures of them as children emailed from parents.
- Annotated drawing of their sculpture.
- Make short films of RJ training sessions for future year groups.

Creative

- Recreate a sculpture through their choice of mediums.

RE/Virtues/PSHE

Checkins and out,
MFL
Latin

Computing

- Film making, digital photography, editing, imagery.

PE

Rounders and athletics- Arena planning

Resources:

Cameras, iPads, art materials and D/T materials

FINAL OUTCOME

Legacy sculpture as a gift for the school community.

Costs:

Adults and responsibilities:

Sarah Trow
Chrissy Simpson
Elaine Trudgeon
Kate Russ
Lisa Farnham

What: Producing a sculpture as a legacy for the school community and restorative lanyards legacy to pass down to other year groups and training videos
Where: At school
When: End of Summer 2nd Half Term as part of a whole school outcome

Work to be displayed:
In school grounds



Children input:

- Create a sculpture
- Share their responses orally about answering the essential question in their chosen genre.
- Create small training videos to support future year groups with the Restorative Justice Approach.

Yr 6 Reading:

1) I can apply my growing knowledge of word families, root words, prefixes and suffixes(morphology and etymology), listed in English Appendix 1, both to read aloud and to understand the meaning of new words.

Comprehension:

- 2)I have read a wide range of fiction and non-fiction, poems, plays and other reading material for a range of purposes.
- 3)I have an increased familiarity with books from other cultures and traditions and can compare to books from our literary heritage.
- 4)I can make detailed recommendations to others based on their tastes.
- 5)I can confidently identify and discuss themes across a wide range of texts.
- 6)I can make comparisons across texts including different text types.
- 7)I can read a wide range of poetry by heart.
- 8)I can prepare and perform poems and plays to read aloud choosing intonation, tone and volume to show meaning.
- 9)I can quickly and efficiently skim read to locate key information.
- 10)I can ask searching questions to improve my own and others' understanding of a text.
- 11)I can accurately make detailed predictions from details stated and implied.
- 12)I can explain and evaluate how figurative language, vocabulary, grammar, text structure and organisational features affect meaning and the reader.
- 13)I can make inferences referring to all aspects of the text and refer to different parts of the text.
- 14)I know the purpose, audience and context for writing and use this knowledge to support comprehension.
- 15)I can clearly identify the writer's viewpoints and explain this with specific evidence from the text, explaining how this has an effect on the reader.
- 16)I can make critical comparisons across texts and genre.
- 17)I can discuss my own understanding of a text maintaining a focus on the topic and provide justification for this.
- 18)I can build on my own and others' views of a text and ideas in written form.

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Composition:

- 1)I can identify audience and purpose for writing and consider how it reflects the audience and purpose.
- 2)I can add detailed developments to initial ideas, drawing on reading and research.
- 3)I can consider and apply character and plot developments in what I have read, seen and/or heard.
- 4)I can use a wide range of imaginative and ambitious vocabulary and grammar and use this to change and enhance meaning
- 5)I can convey character and advance action using effective descriptions and dialogue.
- 6) I can build cohesion within and across paragraphs using a range of narrative devices such as; repetition and ellipses.
- 7)I can vary sentence length and word order confidently to sustain interest.
- 8)I can critique the effectiveness of my own and others' writing, making insightful and thorough suggestions for improvement.
- 9)I can use a range of powerful expanded noun phrases to add key detail.
- 10)I can a range of powerful adverbial and accurate prepositional phrases effectively to add key detail.
- 11)I can use organisational and presentational devices to structure a text. E.g. columns, bullet points, sub-headings.
- 12)I can distinguish between formal and informal registers in writing and use these effectively.
- 13)I can consistently use correct subject-verb agreement.
- 14)I can use consistent and correct tense throughout a piece of writing.
- 15)I can proof-read and make effective corrections to improve the overall effect of a piece of writing.
- 16)I can precis and organise writing, supporting ideas and argument with factual detail.
- 17)I can produce writing which is varied, interesting and thoughtful and features figurative language that is suited to purpose.

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Spelling:

- 1) I can spell words with endings which sound like 'shuhl' after a vowel and a consonant letter
- 2) I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- 3) I can continue to distinguish between homophones and pairs of words opposite, nouns end -ce and verbs end -se.
- 4) I can spell words ending in -able and -ible, -ably and -ibly
- 5) I can use a hyphen to join a prefix to a root word
- 6) I can spell words with a long /e/ sound spelt 'ie' or 'ei' after c and exceptions.
- 7) I can correctly spell the words from the year 6 word list.
- 8) I can spell words adding suffixes beginning with vowel letters to words ending in -fer
- 9) I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- 10) I can use a thesaurus.

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Punctuation:

- 1) I can identify, explain and add a full range of missing punctuation into a text e.g.: . , - " " ! ? () : ; * " “
- 2) I can use commas consistently and accurately to clarify meaning and avoid ambiguity within a sentence. Recognise how where a comma is placed within a sentence can affect the meaning.
- 3) I use bullet points to list information (including . , * , 1) , i) etc.
- 4) I can use semi-colons, colons or dashes to mark boundaries between independent clauses.
- 5) I can use a colon to introduce a list and semi-colons within a list.
- 6) I can use hyphens to avoid misunderstanding eg man eating shark v man-eating shark

Grammar:

Year 6: Detail of content to be introduced (statutory requirement)

| | |
|-------------------------------|--|
| Word | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. |
| Sentence | Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i> in some very formal writing and speech] |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>] |
| Terminology for pupils | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |

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Maths Y6 Place value:

- 1) I can order, read and write numbers up to 10,000,000 and explain the value of each digit.
- 2) I can round any whole number to a required degree of accuracy
- 3) I can use negative numbers in context, and calculate intervals across zero
- 4) I can solve number and practical problems that involve all of the above.

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Addition and subtraction:

- 1) I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- 2) I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- 3) I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- 4) I can perform mental calculations, including with mixed operations and large numbers
- 5) I can identify common factors, common multiples and prime numbers
- 6) I can use their knowledge of the order of operations to carry out calculations involving the four operations
- 7) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- I can solve problems involving addition, subtraction, multiplication and division
- 8) I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

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Number -Fractions

- 1) I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- 2) I can compare and order fractions, including fractions > 1
- 3) I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- 4) I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{4}{1} \times \frac{2}{1} = 8$]
- 5) I can divide proper fractions by whole numbers [for example, $\frac{3}{1} \div 2 = 6 \frac{1}{2}$]
- 6) I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{8}{3}$]
- 7) I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- 8) I can multiply one-digit numbers with up to two decimal places by whole numbers
- 9) I can use written division methods in cases where the answer has up to two decimal places
- 10) I can solve problems which require answers to be rounded to specified degrees of accuracy
- 11) I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

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Geometry:

- 1) I can draw 2-D shapes using given dimensions and angles
- 2) I can recognise, describe and build simple 3-D shapes, including making nets
- 3) I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- 4) I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- 5) I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- 6) I can describe positions on the full coordinate grid (all four quadrants)
- 7) I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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Algebra:

- 1) I can use simple formulae
- 2) I can generate and describe linear number sequences
- 3) I can express missing number problems algebraically
- 4) I can find pairs of numbers that satisfy an equation with two unknowns
- 5) I can enumerate possibilities of combinations of two variables.
- 6) I can missing numbers, lengths, coordinates and angles
- 7) I can formulae in mathematics and science
- 8) I can equivalent expressions (for example, $a + b = b + a$)
- 9) I can generalisations of number patterns
- 10) I can number puzzles (for example, what two numbers can add up to).

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Measurement:

- 1) I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- 2) I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- 3) I can convert between miles and kilometres
- 4) I can recognise that shapes with the same areas can have different perimeters and vice versa
- 5) I can recognise when it is possible to use formulae for area and volume of shapes
- 6) I can calculate the area of parallelograms and triangles
- 7) I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

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Ratio and proportion:

- 1) I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- 2) I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- 3) I can solve problems involving similar shapes where the scale factor is known or can be found
- 4) I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

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Probability, ration and proportion:

- 1)I can solve problems with ratio and proportion which include missing values using multiplication and division facts.
- 2)I can solve problems which include the calculation of percentages.
- 3)I can solve problems involving similar shapes where the scale factor is known or can be found.
- 4)I can solve problems using unequal amounts using knowledge of fractions and multiples

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Statistics:

- 1)I can interpret and construct pie charts and line graphs and use these to solve problems
- 2)I can calculate and interpret the mean as an average.

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Science

Yr6 Working scientifically:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Life processes:

Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

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

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

Electricity

- 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 bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

DT:

Use research and exploration to identify and understand user needs when designing a product.
 Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations and computer based tools.
 Select from and use specialist tools and techniques for a range of uses. E.g. Whisk, craft knife, cutting mat, safety ruler.
 Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties.
 Test, evaluate and refine ideas and products against a specification.
 Evaluate products and use of information sources throughout the process and use this to inform planning.
 Build complex frameworks using a range of materials to support mechanisms.
 Use a CAM to make an up and down mechanism.
 Control a model using an ICT control programme.

Computing: Y6

Technology in the real world:

Use a range of digital devices to combine different software and present data and information.
 Collect, analyse and evaluate data.
 Use technology to accomplish challenging goals.

Programming

Understand several key algorithms that reflect computational thinking for sorting and searching.

Purposeful application

Use a range of programmes, systems and content to accomplish challenging goals.
 Use technology creatively to collect, analyse, evaluate and present data and digital content

E-Safety

Know why you need to use technology securely.
 Know why it is important to protect your online identity.

Art: Y6

Materials

Explore materials to create sculptures (mod-roc, clay, natural materials, household object, chicken wire.)

Different textures and consistencies of paint.

Expression and Imagination:

Use Art to express an abstract concept e.g war, love, creation.

Techniques:

Use viewfinders and perspective techniques in composition.

Apply paint to show textures.

'Limited palette' work. Working with one colour and developing work using tints and shades.

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Artists:

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

| Year | Autumn 1 | Autumn 2 | Spring 1 |
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| C | Christianity TOPIC: The History of Christianity THEME: inspiration, persecution, growth and division | Christianity TOPIC: The History of the Christianity in Cornwall THEME: inspiration, persecution and division | Christianity TOPIC: The Church THEME: community and identity |
| DD | Has Christianity been a force for good in history? | Should people be free to worship as they wish? | Does it make sense for God to be one thing and three things at the same time? |
| AA | Which of the key figures in the history of the Church are still thought of as role-models for Christians today? | Why is Truro Cathedral important to Christians in Cornwall today? | Why do Christians get baptised and confirmed today? |
| HH | What is it like to communicate the 'Good News' about Jesus to people who do not know about him? | What is it like for Methodists and Catholics to take part in worship? | Would it be appropriate for me to join in with Christian rituals? How might it enable me to develop a sense of what it means to belong to the Christian community? |
| SS | How have Christian missionaries been inspired by Christian stories differently? | How was John Wesley inspired to change things by the Gospel accounts of Jesus? | Where can we see Christian stories in church life? |

| Spring 2 | Summer 1 | Summer 2 |
|--|--|---|
| Christianity TOPIC: The Church THEME: community and worship | Islam TOPIC: Islamic Belief THEME: belief and revelation | Islam TOPIC: Submission to Allah THEME: worship and belief in action |
| Can you be a Christian without going to church? | Do messengers of God exist? If so, in what sense? | Who or what should we live our lives for? |
| Why do Christians today still follow the Church's year? | How do the Messengers of Allah inspire Muslims today? | Which of the five pillars of Islam is the most significant for Muslims today? |
| What can Christian worship offer me? | How can looking for forms and patterns in nature help you understand Muslim beliefs and feelings about the nature of Allah's creation? | Can the development and performance of a routine of specific body positions, each conveying a particular meaning, provide insights into the feelings and emotions of Muslims in prayer? |
| How does Christian worship involve Christians in bible stories? | How do stories about the prophets guide Muslims today? | How does the Hajj involve Muslims in the story of Islam? |

PSHE: Health and Wellbeing

Understand the effects of mental health problems.

Understand the impact of disease in the wider world.

Discuss how to manage change and transition. Discuss how to manage emotions and other changes within puberty.

Relationships

Discuss behaviour choices in society and their consequences. Recognise and challenge stereotypes.

Identify positive and negative relationships and where to access support. Respect equality and diversity between people. Begin to understand sexual relationships.

Wider World

Begin to explore democracy and government as well as justice and laws. Analyse different sources and understand media interpretation. Show a deeper understanding of enterprise and the economic/business environment. Understand the term sustainable development. E-SAFETY and DRUGS/ALCOHOL

Drugs and Alcohol:

Know how legal and illegal substances affect the body and make informed choices.

Know what physical contact is acceptable and how to access help and support.

Know how to respond in an emergency.

Music:

Singing and Performing

Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression

Composing

Compose using an understanding of music from a range of cultures, times and styles.

Plan for expression in compositions.

Listening and Appraising

Identify features that typify the work of great composers through time.

Analyse and compare musical features.

Humanities:

Geography:

Locational Knowledge

Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer or Arctic and Antarctic Circles or Time zones.

Place Knowledge

Study environments and compare similarities and differences in a range of some features stated above.

Human and Physical Geography

Know meaning of Biomes and vegetation belts.

OR Know about climate change or Know about plate tectonics.

Geographical Skills and Fieldwork

Use multiple sources of complex information to draw conclusions.

Humanities:

History:

Chronological events

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

Use of sources

Understand the methods of historical enquiry, including how it is used to make historical claims.

Historical Enquiry

Identify significant events, make connections, draw contrast and analyse trends

Analyse and evaluate the impact of significant people/events in history

A detailed study of a particular famous person and their historical legacy from at least two different points of view.

Language: Language specific to topic (e.g. mummified)

PE Y6

Gymnastics/ Athletics

Show accuracy, control, speed, strength and stamina consistently within a range of movements.

Develop and adapt techniques to improve performance.

Team games

Gain possession confidently and apply attacking and defending skills.

Apply understanding of rules and tactics e.g. officiating

Dance and movement

Perform dances using advanced techniques with a range of dance styles and forms.

Outdoor Adventurous activities

Confidently orientate self and others to solve a problem in a more unfamiliar environment.

Develop skills to solve problems in intellectual and physical challenges.

Any child not meeting the 25m requirement will receive swimming intervention.

Virtues timetable

| | | | |
|------------------------------|------------------------------|------------------------------|-----------------|
| Week 1 7/9 | Unity | Week 23 8/3 | Generosity |
| Week 2 14/9 | Unity | Week 24 15/3 | Excellence |
| Week 3 21/9 | Friendliness | Week 25 22/3 Week 26 26/4 | Self-discipline |
| Week 4 28/9 | Cooperation | | Forgiveness |
| Week 5 5/10 | Helpfulness | Week 27 4/5 | Creativity |
| Week 6 12/10 | Respect | Week 28 10/5 | Love |
| Week 7 19/10 | Courage | Week 29 17/5 | Optimism |
| Week 8. 2/11 | Patience | Week 30 24/5 | Courtesy |
| Week 9 9/11 | Self - confidence | Week 31 7/6 | Understanding |
| Week 10 16/11 | Enthusiasm | Week 32 14/6 | Compassion |
| Week 11 23/11 | Caring | Week 33 21/6 | Joyfulness |
| Week 12 30/11 | Thankfulness | Week 34 28/6 | Loyalty |
| Week 13 7/12 | Trust | Week 35 11/6 | Tolerance |
| Week 14 14/12 | Peacefulness | Week 36 5/7 | EYFS choice |
| Week 4/1 | Peacefulness | | |
| Week 16 11/1 | Kindness | Week 37 12/7 | Phase 1 choice |
| Week 17 18/1 Week 18 25/1 | Kindness Perseverance | | |
| Week 19 1/2 Week 20 8/2 | Honesty Justice | Week 38 19/7 | Phase 2 choice |
| Week 21 22/2 Week 22 1/3 | Flexibility Determination | | |
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