

## Ingrave Johnstone C of E Primary School Year Group Curriculum Overview

Year Group: Year 6			
Subject	Autumn term	Spring Term	Summer Term
<b>English</b>	<b>Overview of knowledge</b> Novel As A Theme / Classic Fiction – Warhorse, Michael Morpurgo  Persuasion – Formal Review  Poetry - With Imagery – Flanders Fields, Dulce et Decorum Est  Recount – Biography, Churchill  Classic Narrative Poetry - Albert and the Lion	<b>Overview of knowledge</b>	<b>Overview of knowledge</b> Detective Fiction  Poetry – Song Lyrics  <b>Africa – comparison of UK and non-European Country</b>  Poems Free Verse
	<b>Overview of skills</b>	<b>Overview of skills</b>	<b>Overview of skills</b>
<b>Maths</b>	<b>Overview of knowledge</b>	<b>Overview of knowledge</b>	<b>Overview of knowledge</b>
	<b>Overview of skills</b>	<b>Overview of skills</b>	<b>Overview of skills</b>
<b>Science</b>	<b>Overview of knowledge</b> <b>Light</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Recognise that objects are seen because they give out or reflect light into the eye</li> <li>Recognise and explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>	<b>Overview of knowledge</b> <b>Evolution</b> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<b>Overview of knowledge</b> <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Recognise that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Know the difference between vertebrates and invertebrates.</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise that light is made up of more than one colour.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Recall circuit symbols for cell, battery, switch, motor and buzzer.</li> <li>Recognise what is needed for a circuit to work.</li> <li>Present findings and conclusions.</li> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>Recognise that observations can be used to support ideas.</li> <li>Know about the life and work of scientists who discover fossils.</li> </ul>	<ul style="list-style-type: none"> <li>Know that fungi are one of the five kingdoms of living things.</li> <li>Know that moulds are a type of fungi, as is yeast.</li> <li>Recognise that fungi can be helpful and harmful.</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Understand the need for a healthy balanced diet.</li> <li>Recognise the effects of drugs on the body.</li> </ul>
	<p><b>Overview of skills</b></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Explain why shadows have the same shape as the objects that cast them</li> <li>Explore how to change the size of a shadow</li> <li>Represent and report findings</li> <li>Take accurate measurements</li> <li>Identify and manage variables in an investigation</li> <li>Explore how light behaves at reflective surfaces</li> <li>Present findings and conclusions</li> <li>Use secondary sources to answer questions.</li> <li>Explore how light can be reflected and bent.</li> <li>Explore how white light can be split.</li> <li>Make observations and raise further questions</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Construct simple circuits using bulbs, motors, buzzers and switches.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Plan how to investigate an idea by managing variables.</li> </ul>	<p><b>Overview of skills</b></p> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Collect and present data in a variety of ways</li> <li>Develop research skills and interpret data.</li> <li>Explore ideas about evolutionary timescales.</li> </ul>	<p><b>Overview of skills</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Observe similarities and differences and use them to classify living things.</li> <li>Decide on the best way to present evidence.</li> <li>Find out what yeast needs to live.</li> <li>Interpret observations and use them to develop explanations.</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Describe the functions of the heart, blood vessels and blood</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Analyse data and suggest how it supports ideas about a healthy diet and lifestyle.</li> </ul>

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	<ul style="list-style-type: none"> <li>Design and build a circuit</li> <li>Consider alternative forms of electricity production.</li> <li>Use results to make predictions and suggest further tests.</li> </ul>		
<p><b>RE</b> (some overlap between terms, see RE Timetable)</p>	<p><b>Overview of knowledge</b></p> <p><b>Creation</b></p> <ul style="list-style-type: none"> <li>Recap previous knowledge of the order of creation and where to find Creation stories in the Bible,</li> <li>Know that there are conflicting theories.</li> <li>Cosmology includes study of the origins of the universe.</li> <li>Evolution is a current and well accepted model of how life developed from simple origins.</li> </ul> <p>Some Christians interpret Genesis 1 literally and hold that God's word supersedes anything science might teach.</p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>There are Jewish people who follow their religion to different degrees</li> <li>There are many common parts of the Bible relevant to both Jews and Christians - both Judaism and Christianity believe in the God of Abraham, Isaac and Jacob, for Jews the God of the Tanakh, for Christians the God of the <b>Old Testament</b>, the creator of the universe.</li> <li>Most historians agree that Jesus or his followers established a new Jewish sect, one that attracted both Jewish and Gentile converts. Historians continue to debate the precise moment when Christianity established itself as a new religion, apart and distinct from Judaism.</li> <li>The main teachings of Judaism about God are that there is a God and there is only one God. Only God created the universe and only He controls it. Judaism also teaches that God is spiritual and not physical. Jews believe that God is one – a unity: He is one whole, complete being.</li> <li>Jewish history begins with the covenant established between God and Abraham around 1812 BC (over <b>3,800</b> years ago), during the Bronze Age, in the Middle East.</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>The old testament pieces together the story of the people of God</li> <li>To know what 'Transfiguration' means in the Bible (Matthew 17:1-13 or Luke 9:28-36 (<i>transformation from messiah to God in Flesh</i>))</li> <li>A Christians life may be transformed by following Jesus</li> <li>Not everyone believes in God, Humanists argue that humans should come up with their own guidelines for living</li> <li>God loves humans but hates evil actions (Seven Things God hates – Proverbs 6: 16-19)</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>The main principles of reincarnation - Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma).</li> <li>Karma can be good or bad, and affects the next life.</li> <li>Moksha is the breaking of this cycle.</li> </ul> <p>Find out about Hindu death traditions (TREAT SENSITIVELY AND WITH AWARENESS OF FAMILY CIRCUMSTANCES)</p> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>There are connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope.</li> <li>Christian belief in resurrection has clear links with what Christians believe and hope about life after death. Death is not the end.</li> <li>Different types of songs and readings might be used at someone's funeral.</li> </ul>	<p><b>Overview of knowledge</b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>Understand that Jesus sometimes responds to people in unexpected ways. Discuss in relation to these three stories.</li> <li>Know that Peter denied Jesus and was forgiven for it (restored). Interpret the two stories.</li> <li>Know that Jesus got angry at moneylenders in the Temple (Mark 11: 15-19). Understand what might make God angry.</li> <li>Understand the story of a woman in trouble (John 8: 1-11).</li> <li>Teacher treat with care – make sin general.</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>Recall how Jesus sent the gift of the Holy Spirit to help his friends after he's left them</li> <li>Know the story of Pentecost describes the arrival of the Holy Spirit.</li> <li>Show that we can reflect the Holy Spirit in our thoughts, words and actions.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Jesus (Isa) is a revered prophet in Islam</li> <li>Know that the <b>first mosque</b> built in Islam is Quba <b>mosque</b> in Saudia Arabia. It is located on the southwestern part of Madina. The <b>mosque</b> is still standing and is considered the <b>oldest mosque</b> in the <b>world</b>. The Prophet, peace be upon him, helped building and was the one who positioned the <b>first</b> stones.</li> <li>The eloquent Adzan or <b>Call to Prayer</b>, which to this day summons at the same hours millions of the human race to their devotions, was <b>first</b> uttered by Bilal whom Mohammed, in obedience</li> </ul>

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	<ul style="list-style-type: none"> <li>The Torah (Jewish Law), the primary document of Judaism, was given to the Jews by the Prophet Moses (Moshe) about <b>3,300</b> years ago.</li> </ul>		to a dream, appointed the <b>first Muezzin</b> or Crier.
	<p style="text-align: center;"><b>Overview of skills</b></p> <p><b>Creation/Fall</b></p> <ul style="list-style-type: none"> <li>Identify what psalm 8 is saying about human beings status on Earth.</li> <li>Show understanding about how science and Creation may not be compatible.</li> <li>Give examples of good and bad stewardship of God's Earth.</li> </ul> <p>Suggest own responsibilities for the world around us.</p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Explain some differences between reform, conservative and orthodox Jews , including some visual differences</li> <li>Compare the Christian belief of the Trinity of Jewish believe of Unity (oneness).</li> <li>Research and draw a time line of the beginnings of the Jewish faith (Include covenant, the Torah, Adam and Eve, Ruth, Moses).</li> <li>Form own opinions and views on the beginnings of Judaism and Christianity.</li> </ul>	<p style="text-align: center;"><b>Overview of skills</b></p> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Identify books in the old testament.</li> <li>List ways in which a Christian's life could be transformed by Jesus. (Supporting a needy person, giving money to charity).</li> <li>Create artwork to show the transfiguration of Jesus (Jesus on a mountain shining white light, accompanied by Elijah and Moses etc.)</li> <li>Compare Christian beliefs about God with other key Religions (Hinduism, Humanism etc). Identify the seven things God hates.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>Explain what reincarnation is and think about how lives may improve in the next life.</li> <li>Think about actions and classify them as creating good karma and bad karma.</li> <li>Reincarnation art.</li> <li>Write information about reincarnation. Write as an animal's soul.</li> </ul> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Suggest readings or songs that could be used at a fictional character's funeral (Buzz Lightyear, Bart Simpson etc).</li> <li>Compare poems and songs and link to religious texts that are often used at Anglican funerals.</li> <li>Write a letter to Desmond Tutu either agreeing or disagreeing with his belief that death is not a terrible thing for a Christian.</li> <li>Think about whether they think funerals are for memorial, celebration or sadness.</li> <li>Consider what colours should be worn at a funeral.</li> <li>Give at least three connections between funeral practices and the practice of Holy Communion in the yr 5 unit.</li> </ul> <p>Formulate a response to explain what difference believing in life after death makes to Christians.</p>	<p style="text-align: center;"><b>Overview of skills</b></p> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>Look at artwork of the above Bible stories and interpret it.</li> <li>Prepare and present ideas about one of three areas: Sacrament of Reconciliation, a Christian Aid project or work of Prison Chaplains. Groups are to say clearly how their discoveries link to the stories and teachings of Jesus.</li> <li>Role play as a new Christian church making plans of how to set up. Purpose: to think about how the good news can make a difference still today.</li> <li>Make clear connections between Gospel texts, Jesus's good news and how Christians live in the Community and their individual lives.</li> <li>Relate Gospel ideas (trust, forgiveness or justice) to the issues, problems and opportunities of their own lives.</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>Recall and retell the story of Pentecost Acts 2:1-12</li> <li>Create short scenes or freeze frames to demonstrate the values of consolation, comfort, friendship, protection and serving others.</li> <li>Create poetry using metaphor or similes to reflect the Holy Spirit is all around us.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Identify that Jesus (Isa) is a prophet in the Islamic religion</li> <li>Create a fact file about the first mosque</li> <li>Imagine how Bilal must have felt when he was chosen to be the first muezzin – drama activity, play script etc.</li> <li></li> </ul>

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## Computing

### Overview of knowledge

A1: We are adventure gamers – making a text-based adventure game.

A2: We are computational thinkers – mastering algorithms for searching, sorting and mathematics.

- Design, write and debug programs that specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
  - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
  - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
  - Design, write and debug programs that accomplish specific goals.
  - Use sequence, selection and repetition in programs: work with variables and various forms of input and output.
- Use logical reasoning to explain how some single algorithms and programs.

### Overview of knowledge

S1: We are advertisers – creating a short television advert.

S2: We are network technicians – exploring computer networks including the internet.

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Understand computer networks including the internet: how they can provide multiple services, such as the World Wide Web: and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour;
- Identify a range of ways to report concerns about content and contact.

### Overview of knowledge

S1: We are travel writers – using media and mapping to document a trip.

S2: We are publishers – creating a yearbook or magazines.

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
  - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
  - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
  - Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour;
  - Identify a range of ways to report concerns about content and contact.
  - Understand computer networks including the internet: how they can provide multiple services, such as the World Wide Web: and the opportunities they offer for communication and collaboration.
  - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
  - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly.

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	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Learn some of the syntax of text based learning.</li> <li>• Use commands to display text on the screen, accept user input, store and retrieve data using variable and select from a list.</li> <li>• Plan a text-based adventure with multiple 'rooms' and user interaction.</li> <li>• Thoroughly debug a program.</li> <li>• Understand how some key algorithms can be expressed as programs.</li> <li>• Understand that some algorithms are more efficient than others for the same problem.</li> <li>• Understand common algorithms for sorting and searching.</li> </ul> <p>Appreciate algorithmic approaches to problems in mathematics.</p>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Think critically about how video is used to promote a cause.</li> <li>• Storyboard an effective advert for a cause.</li> <li>• Work collaboratively to shoot suitable content, acknowledging intellectual property rights.</li> <li>• Work collaboratively to edit the assembled content to make an effective advert.</li> <li>• Appreciate that computer networks transmit and receive information digitally.</li> <li>• Understand the basic hardware needed for computer networks to work.</li> <li>• Understand the key features of internet communication protocols.</li> <li>• Develop a basic understanding of how domain names are converted to numerical IP addresses.</li> </ul>	<p><b>Overview of skills</b></p> <ul style="list-style-type: none"> <li>• Research a location online using a range of resources appropriately.</li> <li>• Understand the safe use of mobile technology, including GPS.</li> <li>• Capture images, audio and video while on location.</li> <li>• Showcase shared media content through a mapping layer.</li> <li>• Manage or contribute to a large collaborative projects, facilitated using online tools.</li> <li>• Write and review content.</li> <li>• Source digital media while demonstrating safe, respectful and responsible use.</li> </ul> <p>Design and produce a high-quality print document.</p>
<p><b>History</b></p>	<p><b>Overview of knowledge Britain at War</b></p> <p><b>World War 1</b>  World War 1 lasted from 1914-1918  It is often called the Great War  Thousands of men from across the British Empire signed up to join the fighting in France and Belgium  The armies of Britain, France and Belgium were fighting Germany and Austria-Hungary.  During the first Christmas of the war, truce football matches took place in the trenches.  The fighting largely took place in trenches and thousands on both sides were killed in battles such as Ypres, the Somme and Passchendaele.  Thousands of War Horses were also drafted to pull guns and waggons in the battlefields-most would not return.  Poison gas was first used by the Germans in 1915 and was then used by both sides.  Tanks were first used in 1916 by the British Army.  The Germans eventually surrendered in 1918.  Remembrance Day is commemorated on November 11th each year, to remember all those who have fought for our country in war.  The poppy is the symbol of this sacrifice.</p> <p><b>World War 2</b>  World War II lasted from 1939 to 1945.</p>	<p><b>Overview of knowledge SATs PREP</b></p>	<p><b>Overview of knowledge GEOGRAPHY UNIT</b></p>

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	<p>World War II began when German troops invaded Poland on 1 September 1939.</p> <p>Winston Churchill was the leader of Britain for the majority of World War II.</p> <p>Rationing was introduced as a means of ensuring the fair distribution of food and commodities when they were scarce.</p> <p>During World War II, children were evacuated to safer locations to protect them from the risks of bombing.</p> <p>The main Axis countries were Germany, Italy and Japan and the main Allied countries were Great Britain, the United States, France and the Soviet Union.</p> <p>The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air. It was made up of lots of air battles that lasted from 10 July-31 October 1940.</p> <p>The Nazis murdered millions of Jewish people across Europe in the Holocaust.</p> <p>World War II ended in Europe on 8 May 1945 – this is also known as VE Day.</p> <p>World War II carried on for a few months after it ended in Europe, and officially ended when Japan formally surrendered to the Allies on 2 September 1945 (also called VJ Day).</p>		
	<p><b>Overview of skills</b></p> <p>I seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>I suggest reasons for continuity and change in history.</p> <p>I recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>I use dates and terms accurately in describing events.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can recognise and use a range of primary and secondary sources to find out an aspect of time past.</p> <p>I can suggest omissions and the means of finding out.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>	<p><b>Overview of skills</b></p>	<p><b>Overview of skills</b></p>

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	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>I can link sources and work out why conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can confidently use the library and internet for research.</p>		
<b>Geography</b>	<b>Overview of knowledge</b> <b>HISTORY UNIT</b>	<b>Overview of knowledge</b> <b>SATs PREP</b>	<b>Overview of knowledge</b> <b>Local geography-beaches</b> Coastal erosion and coastal deposition influence the shape of the coastline. Essex coastal features such as cliffs and mud flats are as a result of coastal erosion and deposition. 6 figure grid references are used to identify features on all O.S. maps with accuracy. The scale of a map alters the detail and features shown of an area. Contour lines indicate the height of land above sea level. The more compact the lines are, the steeper the incline.  <b>Africa- Comparative study</b> On a world map locate the main countries in Africa. In Kenya, identify the main environmental regions, key physical and human characteristics, and major cities. Locate Kabare and its environs.
	<b>Overview of skills</b>	<b>Overview of skills</b>	<b>Overview of skills</b> <b>Local geography -beaches</b> I know what coasts are and how they are formed. I can find out about the physical features of coasts and the processes of erosion that affect them. I can explore different strategies of coastal management. I can identify different types of beaches. I can use maps and secondary sources to research and describe coastal areas. I know how changes in land use will affect people and the environment in different ways.

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			<b>Africa- Comparative study</b> I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time. I can use the terms longitude and latitude to describe position of countries on the globe. I can use mapping skills to study African countries. I can compare human and geographical features of Kenya with Ingrave and our locality and identify similarities and differences and any significant patterns and changes.
Art	<b>Overview of knowledge</b> Silhouettes Clay/3D – Christmas ornaments	<b>Overview of knowledge</b> Observational drawing – varied media	<b>Overview of knowledge</b> <b>TWO DT UNITS</b>
	<b>Overview of skills</b>	<b>Overview of skills</b>	<b>Overview of skills</b>
Design	<b>Overview of knowledge</b> Electrical Switches – Torches for Blackout	<b>Overview of knowledge</b> Food – Healthy Eating, design a dinner	<b>Overview of knowledge</b> Textiles – Purses Cams – coasts <ul style="list-style-type: none"> <li>Design and making a functional purse</li> <li>Learn different sewing techniques</li> <li>Consider closure mechanisms</li> </ul>
	<b>Overview of skills</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Overview of skills</b>	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>Threading needles.</li> <li>Joining textiles</li> <li>Suitable closure mechanisms</li> <li>Pattern cutting</li> </ul> Sewing skills <ul style="list-style-type: none"> <li>Designing, making and evaluation</li> </ul>
PE	<b>Overview of knowledge</b> <ul style="list-style-type: none"> <li><u>Net/wall and court games</u> <ul style="list-style-type: none"> <li>'Primary Games, Key Stage 2', Val Sabin.</li> </ul> </li> <li>Unit 2</li> <li>I know the correct technique of how to dribble.</li> <li>I know how to vary power or change direction when passing.</li> <li>I know the basic rules of football.</li> </ul>	<b>Overview of knowledge</b> <u>Gymnastics</u> Primary School Gymnastics, Key Stage 2', Val Sabin. Units: X, Y, Z, A <ul style="list-style-type: none"> <li>I understand the concept of 'travel'.</li> </ul>	<b>Overview of knowledge</b> <u>Athletics</u> <ul style="list-style-type: none"> <li>I understand the strategies used in relay. For example: the fastest runners run first and last.</li> <li>I know why it is important to be able to run for a longer distance and the health benefits this provides.</li> </ul>

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	<ul style="list-style-type: none"> <li>I know why formation is important and why it varies.</li> <li><b><u>Health-related exercise (ongoing throughout the year)</u></b></li> <li>I know how the food and drink we consume effects our body.</li> <li>I understand the different components of fitness. For example: endurance, strength, speed etc.</li> <li>I understand the concept of a fitness circuit. <ul style="list-style-type: none"> <li>I understand how to measure improvements by using different fitness tests.</li> <li>Invasion games(ball handling)</li> <li>'Primary Games, Key Stage 2', Val Sabin.</li> </ul> </li> </ul> <p>Unit 4</p>	<ul style="list-style-type: none"> <li>I know the difference between 'counter balance' and 'counter tension'.</li> <li>I understand the safety aspect involved in partner balances.</li> <li>I understand how to use the apparatus in a safe and controlled manner to reduce the risk of accidents.</li> </ul> <p><b><u>Invasion games (implement and kicking)</u></b></p> <p>'Primary Games, Key Stage 2', Val Sabin.</p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>I know why agility is important in netball.</li> <li>I know the three main passes are chest, shoulder and bounce.</li> <li>I know the five positions of high five netball.</li> <li>I know the basic rules of high five netball. For example: footwork, obstruction, contact.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform a long jump and triple jump in line with the rules of the event.</li> <li>I know the difference between a push, pull and sling throw.</li> </ul> <p><b><u>Striking and fielding</u></b></p> <p>'Primary Games, Key Stage 2', Val Sabin.</p> <p>Unit 3</p> <ul style="list-style-type: none"> <li>I know how to bat using the correct technique.</li> <li>I know how the ball is bowled.</li> <li>I know the fundamental rules of cricket.</li> <li>I know how to apply strategies in games to make my team more effective.</li> </ul>
	<p><b>Overview of skills</b></p> <p>Unit 2</p> <ul style="list-style-type: none"> <li>I can dribble using the correct technique.</li> <li>I can vary power or change direction when passing.</li> <li>I can play a small sided game of football in line with the rules.</li> <li>I can hold my position in a game and understand my purpose</li> <li><b><u>Health-related exercise (ongoing throughout the year)</u></b></li> <li>I can identify which foods are healthy and which foods are unhealthy and explain why.</li> <li>I can perform different fitness tests.</li> <li>I can perform a fitness circuit working at a high intensity.</li> <li>I can evaluate fitness test data to understand whether improvements have been made.</li> </ul>	<p><b>Overview of skills</b></p> <p><b><u>Gymnastics</u></b></p> <p>Primary School Gymnastics, Key Stage 2', Val Sabin.</p> <p>Units: X, Y, Z, A</p> <ul style="list-style-type: none"> <li>I can explore and perform a variety of different types of travel.</li> <li>I can perform a partner balance and hold it for 5 seconds with tension and extension.</li> <li>I can safely perform a weight bearing partner balance.</li> <li>I can apply balances and travel onto apparatus whilst being safe.</li> </ul> <p><b><u>Invasion games (implement and kicking)</u></b></p> <p>'Primary Games, Key Stage 2', Val Sabin.</p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>I can move at speed and in a different direction whilst sidestepping or sprinting.</li> </ul>	<p><b>Overview of skills</b></p> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>I can take part in a relay whilst the team applies a strategy.</li> <li>I can run without stopping/walking for a prolonged period of time.</li> <li>I can perform a long jump and triple jump with the correct technique and in line with the rules.</li> <li>I can perform a push, pull and sling throw and relate them to athletic events. For example: shot put, javelin, and discuss.</li> </ul> <p><b><u>Striking and fielding</u></b></p> <p>'Primary Games, Key Stage 2', Val Sabin.</p> <p>Unit 3</p> <ul style="list-style-type: none"> <li>I can bat using the correct technique with increasing power and a change of direction.</li> <li>I can bowl a ball over arm in a straight line.</li> <li>I can play 'Kwik Cricket' in line with the rules.</li> <li>I can apply strategies when I am batting and fielding and work as part of a team.</li> </ul>

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		<ul style="list-style-type: none"> <li>I can perform a chest, shoulder and bounce pass under pressure in a game situation.</li> <li>I can play all five positions and understand their purpose.</li> <li>I can play high five netball with an understanding of the rules.</li> </ul>	
French	<b>Overview of knowledge</b> <ul style="list-style-type: none"> <li>Ask and talk about regular activities.</li> <li>Say what you don't do.</li> <li>Ask and say what other people do.</li> <li>Talk about what you like/dislike doing.</li> </ul> <p>Project work: weekly profile of an English and a French young person.</p> <ul style="list-style-type: none"> <li>Ask and say what clothes you'd like.</li> <li>Give opinions about clothes.</li> <li>Say what clothes you wear.</li> <li>Ask and talk about prices (including 60–80).</li> <li>Project work: presenting a Presentation display of uniform and contrasting with what a French young person would wear for school.</li> <li>Sound/spelling activity for Units 7–8</li> </ul> <p>Assessment for Units 7–8</p>	<b>Overview of knowledge</b> <ul style="list-style-type: none"> <li>Ask and talk about daily routine.</li> <li>Talk about times of daily routine.</li> <li>Ask and talk about breakfast.</li> <li>Talk about details of a typical day.</li> <li>Project work: similarities and differences in daily routine in France and GB.</li> <li>Talk about forms of transport.</li> <li>Ask and talk about where you're going and how you get there.</li> <li>Talk about plans for a trip.</li> <li>Buy tickets at the station.</li> <li>Project work: plan a trip to a French speaking country.</li> <li>Sound/spelling activity for Units 9–10.</li> </ul> <p>Assessment for Units 9–10</p>	<b>Overview of knowledge</b> <ul style="list-style-type: none"> <li>Talk about which sports you like.</li> <li>Say what you think of different sports.</li> <li>Give reasons for preferences.</li> <li>Talk about a sporting event.</li> </ul> <p>Project work: making a PowerPoint presentation or display on an aspect of sport.</p> <ul style="list-style-type: none"> <li>Revise forms of transport, places and immediate future plans.</li> <li>Revise descriptions of people and clothes.</li> <li>Revise opinions of food and clothes.</li> <li>Order food in a cafe.</li> <li>Project work: preparing for a French day or event; setting up a café and performing songs and sketches.</li> <li>Sound/spelling activity for Units 11–12</li> </ul> <p>Assessment for Units 11–12</p>
	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>Use several verbs in 1<sup>st</sup> person</li> <li>Recognise patterns in French</li> <li>Build longer sentences</li> <li>Adapt sentences to say different things.</li> <li>Use negatives.</li> <li>Use verbs in 3<sup>rd</sup> person</li> <li>Listen for clues.</li> <li>Use <i>j'aime/je n'aime pas</i>, etc. with an infi native</li> <li>Prepare a PowerPoint presentation.</li> </ul> <p>Plan and prepare a task and evaluate others.</p>	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>Use 1<sup>st</sup> person present tense including some reflexives.</li> <li>Make longer sentences with times.</li> <li>Formulate questions.</li> <li>Use <i>et</i> to join sentences, together.</li> <li>Cope with longer reading texts.</li> <li>Use prepositions <i>en</i> and <i>à</i> with transports.</li> <li>Listen for clues to meaning.</li> </ul>	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>Use the definite article with sports</li> <li>Spot patterns in French.</li> <li>Use conjunctions <i>et</i> and <i>mais</i></li> <li>Devise and ask questions.</li> <li>Give reasons for opinions.</li> <li>Use known language in new contexts.</li> <li>Read and write longer texts.</li> <li>Present information about sports.</li> <li>Use the internet to find information.</li> </ul> <p>Present information about sports.</p>

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	<p>Using <i>des</i> with plural words. Giving opinions using <i>c'est...</i> Using <i>et</i> and <i>mais</i> to make longer sentences. Agreement of adjectives. Practising new language with a friend. Techniques for memorising Language. Using a PowerPoint.</p>	<ul style="list-style-type: none"> <li>• Use propositions <i>au/à la /à l'</i> with places</li> <li>• Using knowledge of word, text and structure to build texts.</li> <li>• Use <i>on va</i> + infinitives to talk about future plans</li> <li>• Use time indicators</li> <li>• Use context and previous knowledge to help reading skills.</li> <li>• Ask politely for things.</li> </ul> <p>Give a short presentation.</p>	<ul style="list-style-type: none"> <li>• Prepositions: <i>au/à la/à l'</i> + places; <i>en/à</i> + transports</li> <li>• Use <i>je vais</i> + infinitive to talk about future plans.</li> <li>• Revisit known language in a different context.</li> <li>• Use 3rd person verbs including <i>avoir</i> and <i>être</i></li> <li>• Use agreement of adjectives</li> <li>• Use negatives</li> <li>• Re-combine known language in different ways.</li> <li>• Express opinions in different ways.</li> <li>• Use plurals of food words.</li> <li>• Use reading strategies to cope with authentic texts.</li> <li>• Ask for things politely.</li> <li>• Present information on an aspect of French culture using song and sketches.</li> </ul>
<b>PSHE</b>	<p><b>Overview of knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• <u>Rights and Responsibilities</u>: discuss and debate health and wellbeing issues; human rights; the rights of the child; cultural practices and British law; being part of a community; groups that support communities; being critical of what is in the media and what they forward to others.</li> <li>• <u>Environment</u>: how resources are allocated; effect of this on individuals; communities and environment.</li> <li>• Black History Month: lesson focus.</li> <li>• Online safety: lesson focus.</li> </ul>	<p><b>Overview of knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• <u>Feelings and Emotions</u>: confidentiality and when to break a confidence; managing dares.</li> <li>• <u>Healthy Relationships</u>: different types of relationships; positive and healthy relationships including who to trust and who not to trust; maintaining relationships and managing conflicts; recognising when a relationship is unhealthy (including forced marriage) such as if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed; committed, loving relationships; marriage representing a formal and legally recognised commitment of two people to each other which is intended to be lifelong; acceptable and unacceptable physical touch; personal boundaries and the right to privacy.</li> </ul>	<p><b>Overview of knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• <u>Healthy Lifestyles</u>: images in the media and reality; how this can affect how people feel; risks and effects of drugs; the facts about legal and illegal substances and associated risks including smoking, alcohol use and drug taking; it is common for people to experience mental ill health, for many people who do the problems can be resolved if the right support is made available especially if accessed early enough; the facts and science relating to allergies, immunisation and vaccination.</li> <li>• <u>Growing and Changing</u>: recognising what they are good at; setting goals; aspirations; changes at puberty (Yr 4 recap); human reproduction; roles and responsibilities of parents.</li> </ul>
	<ul style="list-style-type: none"> <li>• <u>Money</u>: enterprise; setting up an enterprise.</li> <li>• <u>Anti-Bullying Week</u>: lesson focus.</li> <li>• <u>Firework Safety</u>: lesson focus.</li> <li>• <u>Remembrance Day</u>: lesson focus.</li> <li>• <u>Children In Need</u>: lesson focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Valuing Difference</u>: listening to others; raise concerns and challenge; what makes people the same or different; recognising and challenging stereotypes; discrimination and bullying; the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Keeping Safe</u>: independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice; how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;</li> </ul>

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			how information and data is shared and used online; the internet can be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health; how to be a discerning consumer of information including that from search engines in ranked, selected and targeted.
<b>MUSIC</b>	<b>Overview of knowledge</b> <b>You've got a friend</b> <ul style="list-style-type: none"> <li>• A scale is a sequence of notes ordered by pitch</li> <li>• To make a chord, you can use notes 1, 3 and 5 of a scale.</li> <li>• Texture means the overall sound of a piece of music.</li> <li>• Timbre is what makes a particular musical sound have a different sound from another, even when they have the same pitch and loudness.</li> </ul> Conventional notation uses staves and note heads, and is what most musicians follow and use when reading music.	<b>Overview of knowledge</b> <b>Classroom Jazz 2</b> <ul style="list-style-type: none"> <li>• There are many different genres of music.</li> <li>• Jazz is a music genre that originated in the African-American communities of New Orleans, United States.</li> <li>• Jazz has free style and syncopation which means not sticking to simple rhythms and beats.</li> </ul> Horace Parlan was born in 1931 and is an American Jazz piano player.	<b>Overview of knowledge</b> <b>Production Performance Skills</b> <b>Music and Me</b> <ul style="list-style-type: none"> <li>• A crescendo is an increase in volume</li> <li>• A diminuendo is a decrease in volume.</li> <li>• You must sing from the diaphragm.</li> <li>• The diaphragm is a thin muscle that sits at the base of the chest. It contracts and flattens when inhale and relaxes when you exhale pushing air out of the lungs.</li> </ul> Harmony is different notes sung or played at the same time to produce chords.
	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>• Read and play from conventional or graphic notation.</li> <li>• Improvise in a variety of styles.</li> <li>• Perform a solo with increasing accuracy, fluency, control and expression.</li> </ul> Use a range of symbols (conventional or graphic) to record compositions	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>• Read and play from conventional or graphic notation</li> <li>• Improvise in a variety of styles</li> <li>• Recognise and identify features of expression (different dynamics, metre and tempi)</li> </ul> Compare music from different countries/ times and discuss any similarities and differences	<b>Overview of skills</b> <ul style="list-style-type: none"> <li>• Create and use symbols to represent sound.</li> <li>• Read and create rhythm grids.</li> <li>• Play with help from conventional or graphic notation.</li> <li>• Use appropriate notations to record their own and others' compositions, e.g. graphic or grid.</li> <li>• Compose and perform a song with awareness of lyrics and melody.</li> </ul> Setting words to melody.

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