



CREATIVE CURRICULUM MEDIUM TERM PLAN YEAR 6

TERM	Frozen Kingdom	Revolution	Tomorrow's World	Darwin's Delights	Child's War	ID
SCIENCE	<p>give reasons for classifying plants and animals based on specific characteristics 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</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things in particular the effect of climate change on the polar regions</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>give reasons for classifying plants and animals based on specific characteristics 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</p> <p>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.</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood describe the ways in which nutrients and water are transported within animals, including humans</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>give reasons for classifying plants and animals based on specific characteristics</p> <p>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</p>
	<p>INVESTIGATION: How does climate change contribute to melting ice caps and how does this effect sea level on Earth?</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions</p> <p>Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.</p>	<p>INVESTIGATION: How does the number of cells effect the brightness of a bulb or the loudness of a buzzer?</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas</p> <p>Use their results to make predictions and identify when further observations, comparative and fair tests might be needed</p>	<p>INVESTIGATION: Light??</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Make their own decisions about what observations to make, what measurements to use and how long to make them for</p>	<p>INVESTIGATION: Which finches live on which Galapagos island, depending on beak size.</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Talk about how scientific ideas have developed over time</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</p> <p>Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment</p> <p>Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>INVESTIGATION: To investigate the effects on our bodies through exercise and diet.</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>INVESTIGATION: Are our fingerprints really all different?</p> <p>SCIENTIFIC ENQUIRY Use their science experiences to explore ideas and raise different kinds of questions</p> <p>Recognise which secondary sources will be most useful to re-search their ideas and begin to separate opinion from fact</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results</p>

COMPUTING

	<p>Programming A – Variables in Games</p> <p>To define a 'variable' as something that is changeable</p> <ul style="list-style-type: none"> I can identify examples of information that is variable I can explain that the way a variable changes can be defined I can identify that variables can hold numbers or letters <p>To explain why a variable is used in a program</p> <ul style="list-style-type: none"> I can identify a program variable as a placeholder in memory for a single value I can explain that a variable has a name and a value I can recognise that the value of a variable can be changed <p>To choose how to improve a game by using variables</p> <ul style="list-style-type: none"> I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can recognise that the value of a variable can be used by a program <p>To design a project that builds on a given example</p> <ul style="list-style-type: none"> I can choose the artwork for my project I can create algorithms for my project I can explain my design choices <p>To use my design to create a project</p> <ul style="list-style-type: none"> I can create the artwork for my project I can choose a name that identifies the role of a variable I can test the code that I have written <p>To evaluate my project</p> <ul style="list-style-type: none"> I can identify ways that my game could be improved I can use variables to extend my game I can share my game with others 	<p>Internet Communication</p> <p>To identify how to use a search engine</p> <ul style="list-style-type: none"> I can complete a web search to find specific information I can refine my search I can compare results from different search engines <p>To describe how search engines select results</p> <ul style="list-style-type: none"> I can explain why we need tools to find things online I can recognise the role of web crawlers I can relate a search term to the search engine's index <p>To explain how search results are ranked</p> <ul style="list-style-type: none"> I can explain that search results are ordered I can explain that a search engine follows rules to rank relevant pages I can suggest some of the criteria that a search engine checks to decide on the order of results <p>To recognise why the order of results is important, and to whom</p> <ul style="list-style-type: none"> I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money <p>To recognise how we communicate using technology</p> <ul style="list-style-type: none"> I can explain the different ways in which people communicate I can identify that there are a variety of ways of communicating over the internet I can choose methods of communication to suit particular purposes <p>To evaluate different methods of online communication</p> <ul style="list-style-type: none"> I can compare different methods of communicating on the internet I can decide when I should and should not share I can explain that communication on the internet may not be private 	<p>Programming B – Sensing</p> <p>To create a program to run on a controllable device</p> <ul style="list-style-type: none"> I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device <p>To explain that selection can control the flow of a program</p> <ul style="list-style-type: none"> I can identify examples of conditions in the real world I can use a variable in an if, then, else statement to select the flow of a program I can determine the flow of a program using selection <p>To update a variable with a user input</p> <ul style="list-style-type: none"> I can use a condition to change a variable I can experiment with different physical inputs I can explain that checking a variable doesn't change its value <p>To use a conditional statement to compare a variable to a value</p> <ul style="list-style-type: none"> I can use an operand (e.g. <=>) in an if, then statement I can explain the importance of the order of conditions in else, if statements I can modify a program to achieve a different outcome <p>To design a project that uses inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> I can decide what variables to include in a project I can design the algorithm for my project I can design the program flow for my project <p>To develop a program to use inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> I can create a program based on my design I can test my program against my design I can use a range of approaches to find and fix bugs 	<p>Creating Media – 3D Modelling</p> <p>To recognise that you can work in three dimensions on a computer</p> <ul style="list-style-type: none"> I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another <p>To identify that digital 3D objects can be modified</p> <ul style="list-style-type: none"> I can resize an object in three dimensions I can lift/lower 3D objects I can recolour a 3D object <p>To recognise that objects can be combined in a 3D model</p> <ul style="list-style-type: none"> I can rotate objects in three dimensions I can duplicate 3D objects I can group 3D objects <p>To create a 3D model for a given purpose</p> <ul style="list-style-type: none"> I can accurately size 3D objects I can show that placeholders can create holes in 3D objects I can combine a number of 3D objects <p>To plan my own 3D model</p> <ul style="list-style-type: none"> I can analyse a 3D model I can choose objects to use in a 3D model I can combine objects in a design <p>To create my own digital 3D model</p> <ul style="list-style-type: none"> I can construct a 3D model based on a design I can explain how my 3D model could be improved I can modify my 3D model to improve it 	<p>Creating Media – Web page creation</p> <p>To review an existing website and consider its structure</p> <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML <p>To plan the features of a web page</p> <ul style="list-style-type: none"> I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose <p>To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' <p>To recognise the need to preview pages</p> <ul style="list-style-type: none"> I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. <p>To outline the need for a navigation path</p> <ul style="list-style-type: none"> I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks <p>To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website 	<p>Data and Information – Spreadsheets</p> <p>To create a data set in a spreadsheet</p> <ul style="list-style-type: none"> I can collect data I can suggest how to structure my data I can enter data into a spreadsheet <p>To build a data set in a spreadsheet</p> <ul style="list-style-type: none"> I can explain what an item of data is I can choose an appropriate format for a cell I can apply an appropriate format to a cell <p>To explain that formulas can be used to produce calculated data</p> <ul style="list-style-type: none"> I can explain which data types can be used in calculations I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs <p>To apply formulas to data</p> <ul style="list-style-type: none"> I can calculate data using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it <p>To create a spreadsheet to plan an event</p> <ul style="list-style-type: none"> I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions <p>To choose suitable ways to present data</p> <ul style="list-style-type: none"> I can produce a chart I can use a chart to show the answer to a question I can suggest when to use a table or chart
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HISTORY

	<p>SUBSTANTIVE KNOWLEGDE</p> <p><i>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>CORE KNOWLEDGE <i>Emigration and exploration in the early 1900s – (Robert Falcon Scott and the Titanic)</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history (Robert Falcon Scott's expedition).</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence) (Who was to blame for the Titanic sinking and life aboard the Titanic)</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Teach children about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history (used at the end of the topic as an assessment opportunity). Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration (Queen Victoria, Industrial Revolution and key inventions).</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion (Queen Victoria)</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies (Queen Victoria and the laws passed etc). Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs (Queen Victoria)</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole (extended write about Victorian times and slums).</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. (extended write)</p> <p>Sources of historical information should be read critically to prove or disprove a</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>History of computing</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Find out about two influential historical figures who brought about social reform. Dr Barnardo William Wilberforce</i></p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Develop children's knowledge of evolution and inheritance. Teach children about living things and their habitats, DNA and Darwin's theory of natural selection.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Teach children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies</p> <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity</p>
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			historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence)				
	SUBSTANTIVE CONCEPTS (transferable knowledge)	analyse, accommodation, conditions, chronological, emigration	revolution, poverty, invention, commit, disadvantage, reform, coronation, industrial, punishment, reigned, offence., justice/injustice	digital, technology, communicate, innovative, research.		evolution, discovery, voyage,	rationing, evacuate, propaganda, sufficient, soldier, allies, neutral, , shelter, declared, mission, communication.justice/injustice
	DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<u>Interpreting History</u> Acknowledge different points of view expresses and explain why these are important in understanding and interpreting history (Titanic) <u>Chronology</u> Create a timeline from dates/detail from memory (Polar Exploration)	<u>Chronology</u> Create from memory a timeline from dates/details showing knowledge of how to check for accuracy (Victorian Timeline) <u>Interpreting History</u> Acknowledge different points of view expresses and explain why these are important in understanding and interpreting history (Queen Victoria & Prince Albert's death) Understand that the past is represented and interpreted in different ways and give reasons for this <u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources (Compare the lives of rich and poor children, find out about Victorian slums, inventions and family tree)Investigate a complex historical question (How reliable are visual materials and a historical source?) Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices <u>Significance</u> Describe how a period of history has impacted positively or negatively on modern day society (inventions) Give reasons why some events, people or developments are seen as more significant than others <u>Causes and Consequences</u> Provide reasons and outcome of the main events and changes in historical periods showing practical knowledge of aspects of Britain and the wider world. (Crime and Punishment, Steam power and Victorian England/Death of Queen Victoria) Begin to offer explanations about why people in the past acted as they did <u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods	<u>Chronology</u> The History of Computing – Create a digital timeline <u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies <u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history	<u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources in the most effective way for a given purpose (Social reform – 2 historical figures) <u>Historical Terms</u> Record knowledge and understanding in a variety of ways, using dates and key terms appropriately	<u>Chronology</u> Create a timeline from memory using dates (Darwin's life) Put events, people and places and artefacts on a timeline <u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources in the most effective way for a given purpose (Mary Anning) Devise, ask and answer more complex questions about the past, considering key concepts in history <u>Continuity and change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies	<u>Chronology</u> Create a timeline to show key events (WW2) Put events, people and places and artefacts on a timeline <u>Historical Enquiry</u> Use a wide range of sources to find out the events of The Blitz Analyse a range of source material to promote evidence about the past <u>Similarities and Differences</u> Compare/contrast Jewish and German children during the war Show understanding of some of the similarities and differences between different periods Compare and contrast the life of a child in 1940s to now

<p style="text-align: center;">GEOGRAPHY</p>	<p>name and locate the world's seven continents and five oceans</p> <p>locate the world's countries (Arctic and Antarctic), concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases</p> <p>identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle</p> <p>describe and understand key aspects of physical geography, including: climate zones and the effects of climate change</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Making maps: Draw plans of increasing complexity</p>	<p>describe and understand key aspects of human geography including types of settlement (slums)</p> <p>Name and locate cities of the United Kingdom. Locate local cities/features: Darlington, Stockton, Durham, River Tees labelling key geographical features.</p> <p>Locate London and on a map of London identify key places such as Science Museum, Royal College of Art, Hyde Park, Crystal Palace, National History Museum annotate and link back to 1851. Features and symbols on maps.</p>	<p>Locate the world's countries using maps and identify where key people who've changed technology live around the world. Mark and label on a map</p>	<p>identify the position and significance of latitude, longitude, the Prime/ Greenwich Meridian and time zones (including day and night). Plot Darwin's route.</p> <p>use maps, globes and digital mapping to locate countries and describe features studied (endangered animals/climate change)</p> <p>use fieldwork to observe, measure, record physical features (Which plants grow where and why? Adaptation)</p> <p>Identify the position and significance of lines of longitude & latitude</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>name and locate counties and cities of the United Kingdom involved in WW2</p> <p>Locate the world's countries involved in WW2 and name the capital cities</p> <p>Identify evacuation locations in the UK and across the world</p> <p>Sketch Maps using symbols identifying vulnerable locations such as railways and rivers</p>	<p>Name and locate countries finding out about four countries (England, Ireland, Scotland and Wales)</p> <p>ID locality of theirs and peers homes. Compare physical features of the local area</p> <p>Describe and understand 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</p>
<p style="text-align: center;">RE</p>	<p>U2.3 Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>U2.3 Give reasons why some people might be comforted by their beliefs when someone dies • Describe the impact that the belief that we have a soul might have on the way someone might live their life • Describe the Hindu belief in reincarnation and Karma • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death • Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p>	<p>U2.5 Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2)</p>	<p>U2.7 Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>U2.8 Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3)</p> <p>Make connections between beliefs and behaviour in different religions • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions • Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations • Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa. • Make connections between beliefs and behaviour in Christian religion • Make connections between belief in the grace of God teachings and sources of wisdom in the three religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Consider similarities and differences between beliefs and behaviour in different faiths • Describe some of the impacts of religious commitments on life. • To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community? • Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness</p>	<p>U2.5 Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views about why religious art is important. • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Notice, list and explain similarities and differences between different sacred buildings. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important</p>

ART AND DESIGN	Children will create: Collage of Arctic animal using felt/wool etc				Children will create: Graffiti art using stencils shading and colour for impact Artwork using pastel colours including a hearts and landscapes in the style of artist	Children will create: An abstract self-portrait using cubism
	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Use a range of media to create collage. Experiment with using batik safely. Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.	N/A DT Half Term		N/A DT Half Term	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Work on preliminary studies to test media and materials. Show an awareness of how paintings are created (composition). KNOWEDGE OF ARTWORKS AND ARTISTS Picasso (colour and line)
	KNOWEDGE OF ARTWORKS AND ARTISTS Steve Brown (animals/colours)				KNOWEDGE OF ARTWORKS AND ARTISTS McKenzie Thorpe (Use of the heart) Banksy (Graffiti/War)	

D&T		<p>Prior learning</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off. <p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of stitching, joining and finishing techniques in textiles. • Experience of making and using textiles pattern pieces. • Experience of simple computer-aided design applications. <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. 		
		PROJECT: (purpose and user)	PROJECT: (purpose and user) Baking scones for a traditional Victorian afternoon tea	PROJECT: (purpose and user) Security lighting system to protect the school	PROJECT: (purpose and user) Hat for themselves to protect against the weather when exploring.	PROJECT: (purpose and user)

MFL	Out of this World	Going to the Seaside	Everyday life	Where I live ,where you live	Playing and enjoying sport	This is me, hobbies and fun
	1) I can understand words used on an ID card	1) I can understand sentences about the seaside	1) I can recall phrases to describe my feelings	1) I can understand and say some nouns for rooms in a house	1) I can recall numbers and months	1) I can use my language skills to understand unfamiliar nouns
	2) I can ask and answer questions about someone's identity	2) I can read aloud sentences about the seaside	2) I can remember words and phrases about school subjects and opinions	2) I can read and pronounce objects in the house	2) I can recognise and understand familiar and unfamiliar nouns	2) I can give a simple description of a fairground ride
	3) I can read simple information about planets	3) I can create simple persuasive extended sentences	3) I can remember and use numbers to 60	3) I can use adjectives to describe rooms in the house	3) I can identify some parts of a verb in French	3) I can present information about myself
	4) I can read and understand simple information about planets	4) I can understand the nouns for items I take to the beach	4) I can understand 'o'clock' time phrases in French	4) I can say and write a series of sentences to make a story	4) I can create opinions about a sport	4) I can say and write sentences about myself
	5) I can create simple sentences about an imaginary planet	5) I can read and understand facts about going to the beach	5) I can talk about my daily routine in French	5) I can understand and use new nouns	5) I can understand and write simple information about a sport	5) I can say and write a sequence of short sentences about myself
6) I can make a poster about my planet creation	6) I can follow a story about going to the beach	6) I can answer questions about my daily routine	6) I can use prepositions to say where things are	6) Check for learning	6) Check for learning	

MUSIC

<p><u>1 – Listen & Appraise: Happy (Pop/Neo Soul)</u></p> <p>The children can</p> <ul style="list-style-type: none"> ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song. <p><u>2 – Musical Activities using glocks and/or recorders</u></p> <p>Most children can: complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.</p> <p><u>Warm-up Games</u> - Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes. Gold Challenge: A, G + B and reading notes.</p> <p><u>Singing in two parts</u>. Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation. The medium part: A, G + B by ear and from notation. The harder part: G, A, B, C, D + E by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G. Gold Challenge: A, G + B. Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B</p> <p><u>3 – Perform & Share</u></p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>1 – Listen & Appraise: Bacharach Anorak and Meet The Blues</u></p> <p>The children can</p> <ul style="list-style-type: none"> ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the songs. <p><u>2 – Musical Activities using glocks and/or recorders</u></p> <p>The children can: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</p> <p>Improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G, C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C.</p> <p><u>3 – Perform & Share</u></p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)</u></p> <p>The children can:</p> <ul style="list-style-type: none"> ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song. ● Describe the mood and story told? <p><u>2 – Musical Activities using glocks and/or recorders.</u></p> <p><u>Warm-up Games</u> - Pulse, rhythm and pitch games:</p> <ul style="list-style-type: none"> ● Learn to clap some of the the rhythms used in the song. ● Learn some musical phrases that you will sing in the song. Did you try the extension rhythm and pitch game? Singing in unison. Sing the song in its original style and the Urban Gospel version. <p><u>3 – Perform & Share</u></p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>1 – Listen & Appraise: You’ve Got A Friend (The music of Carole King)</u></p> <p>The children can:</p> <ul style="list-style-type: none"> ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song. <p><u>2 – Musical Activities using glocks and/or recorders</u></p> <p>Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.</p> <p><u>Warm-up games</u> - Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes. Gold Challenge: A, G + E and reading notes.</p> <p><u>Singing in unison</u>. Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation. The medium part: C, D, E + F by ear and from notation. The harder part: D, E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G. Gold Challenge: A, G + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. Using the notes: E, G, A, C + D</p> <p><u>3 – Perform & Share</u></p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>1 - Listen & Appraise – Music and Me!</u></p> <p>The children can:</p> <ul style="list-style-type: none"> ● Talk about the music of the featured artist ●Talk about any music connecting with previous knowledge and understanding ● Explain why they would or would not go to a concert by one of the featured artists ●Explain which inspirational woman listed on the timeline they would like to meet and why <p><u>2 – About the Artists</u></p> <p>Most children:</p> <ul style="list-style-type: none"> ●Talk about why four female artists were chosen for this unit. ●Talk about any of the key words from the videos and relate them to themselves. ●Begin to talk about the impact of the artists family and culture on their music <p><u>3 – Create</u></p> <p>Most children will be able to talk about how they planned and wrote their composition in broad terms e.g</p> <ul style="list-style-type: none"> ● Which options they chose and why ● The key terms they have used in their lyrics ● The tools they used ● The sections they particularly like and dislike and why <p>Some will be able to talk about if and how they were inspired by the featured artists and identify the most important thing about the composition.</p> <p><u>4 – Perform, Share and Present</u></p> <p>The children can:</p> <ul style="list-style-type: none"> ● Present the performance in an interesting and engaging way. ● Reflect on its strengths and weaknesses ● Talk about their identity in the music and performance 	<p><u>Reflect, Rewind and Replay</u></p>
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RSHE	<p>Being Me in My World In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p> <ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions 	<p>Celebrating Difference Puzzle In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p> <ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy 	<p>Dreams and Goals Puzzle In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p> <ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances 	<p>Healthy Me Puzzle In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p> <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness 	<p>Relationships Puzzle In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p> <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being 	<p>Changing Me Puzzle In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about stages of development of a baby. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p> <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Recognise how they feel when they reflect on the development and birth of a baby • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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	<ul style="list-style-type: none"> Be able to make others feel welcomed and valued 					
PE	<p><u>Invasion Games/ Tag Rugby</u></p> <p>Display an understanding of fair play, working well with others & leading a medium sized group</p> <p>Defend and attack tactically in isolated or team environments.</p> <p>Utilise new skills in competitive situations and show good game understanding.</p> <p>Show fair play values and respect to team mates.</p>	<p><u>Gymnastics</u></p> <p>Create complex & well executed sequences containing a variety of gymnastic components showing control</p> <p>Displays understanding of fair play, working well being in a medium sized group and begin to lead peers in activities</p> <p>Uses knowledge of the body & exercise to improve various fitness components and can contribute to leading warm up routines</p>	<p><u>Dance</u></p> <p>Compose creative & imaginative dance sequences with a clear stimulus, performing expressively and precisely</p> <p>Display an understanding of fair play, working well with others & leading a medium sized group</p> <p>Utilise new skills in competitive situations, individually or part of a team</p> <p>Show fair play values and respect to team mates</p>	<p><u>Cricket</u></p> <p>Field, bat, defend and attack tactically by anticipating the direction of play and in some cases show elements of peer learning.</p> <p>Display an understanding of fair play, working well with others & participating and in some cases leading in a medium sized group</p> <p>Utilise new skills in competitive situations, and think tactically in isolated or team environments.</p>	<p><u>Orienteering</u></p> <p>Can compose small trails for peers to follow</p> <p>Utilise the use of a compass to be successful on trails</p> <p>Demonstrate the ability to work efficiently in isolated or team environments.</p> <p>Show fair play values and respect to team mates.</p>	<p><u>Athletics</u></p> <p>Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run and can think tactically in isolation or as part of a team to outwit opponents.</p> <p>Uses knowledge of the relationship between the body and exercise to improve various fitness components and evaluates performance</p> <p>Show fair play values and respect to team mates.</p>