

## Year 6 2023 2024

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Shang Dynasty Respect and Resourcefulness	Frozen Kingdom Teamwork and Resilience	Mexico Creativity and Curiosity	Exploring Eastern Europe Positivity and Aspirations
Learn about the social hierarchy and leaders of the earliest civilisation in China and the significance of their use of oracle bones in Shang culture. Compare and contrast with the way people in Britain were living at the time.	Learning about the physical geography of the Arctic and Antarctic landscapes and the achievements of Matthew Henson. Discuss the changes to these environments over time.	Exploring the location of the early civilisation of the Mayan people and their key achievements including writing, farming methods and the production of cocoa. Compare and contrast with the way people in Britain were living at the time.	Learning about the countries, landscapes and climates including the impact of latitude in Eastern Europe and making comparisons to the UK.
<b>English</b>			
Dragon Mountain Katie and Kevin Tsang The Willow Pattern Plate Alan Drummond Stories from the Silk Road Cherry Gilchrist The Boy who biked the world? Alastair Humphreys The Firework Makers Daughter Philip Pullman	Race to the Frozen North Sedna- Inuit Goddess of the Sea and it's creatures. The incredible eco systems of Planet Earth- Rachel Ignotofsky	Holes Louis Sachar The great Kapok Tree – Lynne Cherry History in Infographics -The Mayans Jon Richards	Making Bombs for Hitler – Marsha Forchuk Skrypuch The Magic Is Inside You- Domoney Folktales of Eastern Europe- Neil Philip
<b>Maths</b>			
Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Geometry: Position and Direction Number: Properties of Shape Statistics	Number: Decimals Number: Percentages Number: Algebra Measurement: Perimeter, Area, Volume Number: Ratio	Consolidation and SATS preparation Enterprise Understanding budgeting Exploring shape and patterns
<b>Science</b>			
<b>Working Scientifically (over the topics)</b> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, understanding the need for taking repeat readings when appropriate.</li> </ul>			

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Design and carry out a range of their own experiments in order to answer key scientific questions.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

### Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Use recognised symbols when representing a simple circuit in a diagram.

### Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

#### **Animals including humans**

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans

### Properties and changes in materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

History			
<p><b>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand that the type of information available depends on the period of time studied and evaluate the usefulness of a variety of sources.</p> <p>Provide an account of a historical event based on more than one source</p> <p>Know about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared, The Shang Dynasty</p>	<p>Give some reasons for some important historical events - Tenzing Norgay.</p>	<p><b>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand that the type of information available depends on the period of time studied and evaluate the usefulness of a variety of sources.</p> <p>Provide an account of a historical event based on more than one source</p> <p>Describe a non-European society that provides contrasts with British history - Mayan civilization c.AD 900</p>	
Geography			
<p>Locate the historic location of the Shang Dynasty</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Recognise the different shapes of countries Identify the physical characteristics and key topographical features of the countries within North America.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features</p>

	<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Know about changes to world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
<i>Art and Design</i>			
<b>Learning</b>	<b>Learning</b>	<b>Learning</b>	<b>Learning</b>

<p>Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.</p> <p>Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.</p> <p>Evaluate his/her work against the intended outcome and other similar pieces of work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists. (Think critically)</p> <p><b>Techniques (Willow Pattern Plate-Stories and symbols)</b></p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Create intricate printing patterns by modifying sketchbook designs.</p>	<p>Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.</p> <p>Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.</p> <p>Evaluate his/her work against the intended outcome and other similar pieces of work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists. (Think critically)</p> <p><b>Techniques (Inuit Art both traditional and contemporary)</b></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different</p>	<p>Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.</p> <p>Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.</p> <p>Evaluate his/her work against the intended outcome and other similar pieces of work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists. (Think critically)</p> <p><b>Techniques (Importance of Art in Mexico- culturally and politically)</b></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Refine using layers and overlays to create new colours/textures.</p>	<p>Develop different ideas and explain his/her choices for the materials and techniques used evaluating their use.</p> <p>Investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work linking their work to that of well-known artists/designers.</p> <p>Evaluate his/her work against the intended outcome and other similar pieces of work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished work.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Describe and evaluate the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists. (Think critically)</p> <p><b>Techniques</b></p> <p>Compare the use of composition, scale and proportion in their work and that of famous artists.</p> <p>Use simple perspective in their work using a single focal point and horizon.</p> <p><b>Design Technology</b></p>
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<p>Develop and refine skills in using clay including slabs and coils.</p> <p>Explore intricate designs when working with clay.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work.</p> <p><b>Design Technology</b> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product.</p>	<p>techniques, colours and textures. (<i>Sedna Inuit Goddess of the Sea</i>)</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen including brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work. <b>Artic Artists</b></p> <p><b>Design Technology</b> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product.</p>	<p>Compare the use of composition, scale and proportion in their work and that of famous artists.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and compare their choices to famous artists work.</p> <p><b>Design Technology</b> Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand how to use more complex mechanical and electrical systems</p> <p><b>Cooking</b> Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Use information on food labels to inform choices.</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>
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<p><b>Using a computer</b> Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</p> <p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p>	<p><b>E-safety</b> Understand the need to only select age appropriate content having knowledge of current apps and their rules and guidelines.</p> <p>Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p><b>Internet searching</b> Use filters in search technologies effectively and is discerning when evaluating digital content.</p>	<p><b>Networks</b> Begin to use internet services to share and transfer data to a third party.</p> <p>Begin to use internet services within his/her own creations to share and transfer data to a third party.</p>	<p><b>Coding</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p>Create programs which use variables.</p> <p>Use variables, sequence, selection, and repetition in programs.</p>
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*RE*

<p>Buddhism- Leicestershire Agreed Syllabus for RE Making sense of beliefs</p> <p>Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.</p> <p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Buddhism- Leicestershire Agreed Syllabus for RE Making sense of beliefs</p> <p>Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.</p> <p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Buddhism- Leicestershire Agreed Syllabus for RE Making sense of beliefs</p> <p>Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.</p> <p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Buddhism- Leicestershire Agreed Syllabus for RE Making sense of beliefs</p> <p>Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.</p> <p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>
<p>Autumn Equinox 23rd September. (Buddhist)</p> <p>Sukkot 29th September – 6th October. (Jewish)</p> <p>Harvest 1st- 23rd October. (Christian)</p>	<p>Diwali 12th November. (Hindu, Sikh and Jains)</p> <p>Hanukkah 7th December – 15th December. (Jewish)</p>	<p>New Year's Day – 01/01</p> <p>Chinese New Year</p> <p>Valentine's Day – 14/02</p> <p>Shrove Tuesday</p> <p>Mother's Day</p>	<p>Ramadan – Islam</p> <p>Eid – Islam</p> <p>Father's Day</p>



	Christmas 25th December. (Christian)	Easter	
<b>Music</b>			
<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Understand how pulse, rhythm and pitch work together</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>	N/A	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style</p> <p>Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p>
<b>PSHE</b>			
<p><b>Think positive</b></p> <p>Understand the link between thoughts, feelings and behaviours</p> <p>Understand the concept and impact of positive thinking</p> <p>Recognise and manage uncomfortable feelings</p>	<p><b>Respecting rights</b></p> <p><b>One world</b></p> <p>Explain what the Universal Declaration of Human Rights is and understand that children have their own rights</p> <p>Understand that human rights apply to everyone, no matter where they are</p>	<p><b>VIPS</b></p> <p>Explain the importance of respecting our VIPs</p> <p>Identify different ways to calm down when feeling angry or upset</p> <p>Understand that people have different opinions that should be respected</p>	<p><b>Growing up</b></p> <p>Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies</p>

<p>Understand the importance of making good choices          Use mindfulness techniques in my everyday life          Apply a growth mindset in everyday life</p>	<p>from or what their culture is and family traditions are          Identify why people's rights are sometimes not met in the UK and in places across the world          Explain how we can respect other people's rights and understand why this is important          Identify how and why ideas about human rights have changed          Explain the role and importance of human rights activists          Talk about and understand how we can be responsible global citizens          Describe what global warming is and what we can do to help prevent it from getting worse          Explain how our energy use can harm the environment and describe what we can do to help          Describe how we can use water responsibly and understand the importance of doing this          Understand what biodiversity is and explain the importance of doing all we can to encourage it          Make choices which make the world a better place and that help people across the world</p>	<p>Identify negative influences on our behaviour and suggest ways that we can resist these influences          Explain when it is right to keep a secret, when it is not and who to talk to about this          Recognise healthy and unhealthy relationships  <b>Safety first</b>          Take responsibility for our own safety          Assess and manage risks in different situations          Confidently identify and manage pressure to get involved in risky situations          Act sensibly and responsibly in an emergency          Identify hazards and reduce risks to keep safe at home          Know how to stay safe in different outdoor environments</p>	<p>Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings          Recognise that many things affect the way we feel about ourselves and understand that there is no such thing as an ideal kind of body          Understand what a loving relationship is and that there are many types of relationships          Understand what a sexual relationship is and who can have a sexual relationship          Describe the process of human reproduction, from conception to birth</p>
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*French*

<p><b>Let's visit a French Town</b>          Know how to conjugate some high frequency verbs          Learn a song or poem using the written text for support</p>	<p><b>Let's go shopping</b>          Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p>	<p><b>This is France</b>          Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</p>	<p><b>All in a day</b>          Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</p>
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<p>Take part in conversations and express simple opinions giving reasons</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p> <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Engage in longer conversations, asking for clarification when necessary</p>	<p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p> <p>Adapt sentences to form negative sentences and begin to form questions</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</p> <p>Take part in conversations and express simple opinions giving reasons</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p>
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*Trips and Visits*

Residential	Buddhist temple	Cadburys world	Warning zone Cricket Day End of Year 6 Day Out
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*PE*

*Physical Skills*

<p><b>Cross country</b></p> <p>Vary the pace of running</p> <p>Keep a steady pace for an increasing time</p> <p>Describe, demonstrate and spot good running form.</p> <p>Identify activities to improve stamina.</p>	<p><b>Gym</b></p> <p>Create complex sequences involving the full range of actions and movements:</p> <p>travelling, balancing, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Demonstrate precise and controlled placement body parts in actions, shapes and balances.</p>	<p><b>Dance</b> <a href="#">KS2 Dance Workshop: South American Carnival - BBC Teach</a></p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p>	<p><b>Taekwondo</b></p> <p>Follow instructions with accuracy and respect.</p> <p>Use some basic stances ( walking, sitting and L stance).</p> <p>Punch safely using the correct part of fist with and without pads.</p> <p>Beginning to demonstrate blocks.</p> <p>Beginning to use a range of kicks with control (side, axe and reverse)</p> <p>Developing flexibility and counting to 10 in Korean.</p> <p>Beginning to perform the pattern Saju Jaurgi (one way only)</p>	<p><b>Tennis</b></p> <p>Hold the racket in a confident shake hand grip.</p> <p>Bounce ball on racket with confidence using forehand and back hand, alternate shots.</p> <p>Return using a forehand and back hand shot with growing consistency.</p> <p>Vary the power and positioning of shots within space</p> <p>Move to position of body to return with a forehand or back hand shot.</p> <p>Hold a confident, varied rally with partner</p> <p><b>Striking and fielding</b></p> <p><b>Rounders and or Cricket</b></p> <p>Hit a ball with increasing power with a range of bats.</p>
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	<p>Apply skills and techniques consistently, showing precision and control.</p> <p>Cat leap full-turn Stag leap Travel using a range of patterns ( Tiptoe, step, jump and hop, hopscotch Chassis steps, skipping)</p>			<p>Know when to run and when to stop.</p> <p>Catch with increasing accuracy on a range of situations.</p> <p>Throw with increasing power and accuracy within a game situation.</p> <p>Bring ball to stump a base quickly.</p>
<i>Tactics and Teams Skills</i>				
<p>Pace people to support their running.</p>	<p>Evaluate own and others performance offering appropriate and safe tips; using praise.</p> <p>Responding to tips and praise from others.</p>	<p>Thoroughly evaluate own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p>	<p>Understand some conventions of Taekwondo.</p> <p>Know how Taekwondo moves can build into patterns and bouts.</p>	<p>Use space on the court to gain advantage over opponent.</p> <p>Participate in competitive games with a strong understanding of tactics and self-control.</p> <p>Throw and catch accurately and successfully under pressure in a game</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
<i>Keeping Healthy</i>				
<p>Know that one loses water through sweat and breathing rapidly when exercising</p> <p>Drinking water water is essential to avoid dehydration</p>	<p>Run a warm up session with a group linked to a target activity.</p>	<p>Describe how people use music and dance to change emotions in others.</p>	<p>Describe and explain some examples of specific kit (safety) used by sports. ( eg climbing, cricket BMX, gym )</p>	<p>Position myself safely during striking and fielding games.</p>