



Learn from yesterday, seek today and aim for tomorrow

**LONG TERM CURRICULUM PLAN
YEAR 6**

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

| CHRONOLOGY (Stone age to 1066) | Beyond 1066 | LOCAL STUDY |
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| <ul style="list-style-type: none"> • <i>To include:</i> • <i>Stone age to Iron age</i> • <i>Romans</i> • <i>Anglo-Saxons</i> • <i>Vikings</i> | <ul style="list-style-type: none"> • <i>An aspect of theme that takes pupils beyond 1066</i> | <ul style="list-style-type: none"> • <i>A local study linked to one of the periods of time studied under chronology; or</i> • <i>A local study that could extend beyond 1066</i> |
| | <ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world | |

| ANCIENT ANCIENTS (approx. 3000 years ago) | CIVILIZATIONS from 1000 years ago | ANCIENT GREECE |
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| <ul style="list-style-type: none"> • <i>Cover each of and then choose one to look at in depth:</i> • <i>Ancient Egypt</i> • <i>Ancient Sumer</i> • <i>Indus Valley</i> • <i>Shang Dynasty</i> | <ul style="list-style-type: none"> • <i>Choose one of:</i> • <i>Mayans</i> • <i>Islamic Civilizations</i> • <i>Benin Civilization</i> | <ul style="list-style-type: none"> • <i>Greek life and influence on the Western world</i> |
| | <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe | |

Geography

| Locational Knowledge | | |
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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | <ul style="list-style-type: none"> 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) |
| <ul style="list-style-type: none"> Know the names of a number of capital cities from Europe. Know the names of, and locate, a number of North American countries | <ul style="list-style-type: none"> Know the names of, and locate, a number of North American countries | <ul style="list-style-type: none"> Know about time zones and work out differences |

| Place Knowledge | Human and Physical Geography | |
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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> Compare our local area with cities from Russia exploring how land use has changed over time? | <ul style="list-style-type: none"> Know the names of and locate some of the world's deserts | <ul style="list-style-type: none"> Know why are industrial areas and ports are important Know main human and physical differences between developed and third world countries |

Geographical skills and fieldwork

- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

- *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 their knowledge of the United Kingdom and the wider world*

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

- Know what most of the Ordnance Survey symbols stand for to explore the wider world.
- Know how to use six-figure grid references to explore the wider world.

| Working Scientifically | |
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| <input type="checkbox"/> Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise | <input type="checkbox"/> Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases |
| <input type="checkbox"/> Set up a fair test when needed e.g. does light travel in straight lines? | <input type="checkbox"/> Clear about what has been found out from their enquiry and can relate this to others in class |
| <input type="checkbox"/> Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood? | <input type="checkbox"/> Explanations set out clearly why something has happened and its possible impact on other things |
| <input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating | <input type="checkbox"/> Aware of the need to support conclusions with evidence |
| <input type="checkbox"/> Justify which variable has been isolated in scientific investigation | <input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups |
| <input type="checkbox"/> Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion | <input type="checkbox"/> Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class |
| <input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs | <input type="checkbox"/> Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats |
| <input type="checkbox"/> Make accurate predictions based on information gleaned from their investigations and create new investigations as a result | <input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory |
| <input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie | |

| Animals, including humans | All living things and their habitats | Evolution and inheritance | Electricity | Light |
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| <ul style="list-style-type: none"> <i>The circulatory system</i> <i>Water transportation</i> <i>Impact of exercise on body</i> | <ul style="list-style-type: none"> <i>Classification of living things and the reasons for it</i> | <ul style="list-style-type: none"> <i>Identical and non identical off-spring</i> <i>Fossil evidence and evolution</i> <i>Adaptation and evolution</i> | <ul style="list-style-type: none"> <i>Electrical components</i> <i>Simple circuits</i> <i>Fuses and voltage</i> | <ul style="list-style-type: none"> <i>How light travels</i> <i>Reflection</i> <i>Ray models of light</i> |
| <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans | <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences Know how living things have been classified Give reasons for classifying plants and animals in a specific way | <ul style="list-style-type: none"> Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution Know about evolution and can explain what it is | <ul style="list-style-type: none"> Compare and give reasons for why components work and do not work in a circuit Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer | <ul style="list-style-type: none"> Know how light travels Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. |

SUPPORTING SUBJECTS

Design Technology

| Designing | Making | Evaluating | Technical Knowledge | Food Technology |
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| <ul style="list-style-type: none"> • <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> • <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> | <ul style="list-style-type: none"> • <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> • <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> | <ul style="list-style-type: none"> • <i>investigate and analyse a range of existing products</i> • <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> • <i>understand how key events and individuals in design and technology have helped shape the world</i> | <ul style="list-style-type: none"> • <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> • <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> • <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> • <i>apply their understanding of computing to program, monitor and control their products.</i> | <ul style="list-style-type: none"> • <i>understand and apply the principles of a healthy and varied diet</i> • <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> • <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i> |

| Designing | Making | Evaluating | Technical Knowledge | Food Technology |
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| <ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs | <ul style="list-style-type: none"> • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action | <ul style="list-style-type: none"> • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria | <ul style="list-style-type: none"> • use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing | <ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish |

| Using Sketchbooks | Drawing, painting and sculpture | Study of great artists |
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| <ul style="list-style-type: none"> • <i>create sketch books to record their observations and use them to review and revisit ideas</i> | <ul style="list-style-type: none"> • <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i> | <ul style="list-style-type: none"> • <i>great artists, architects and designers in history</i> |
| <ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art • Draw with precision using different gradient pencils or other mediums for effect • Show shape, proportion and perspective in drawings and artwork • Use feedback to make amendments and improvements to art. | <ul style="list-style-type: none"> • Use framework such as wire and moulds to provide stability and form • Combine all techniques taught in previous years • Sketch and give details about the style of notable artists. • Show how their artist designer /architect has influenced society • Create original pieces that show a range of influences and styles • Challenge** Study history of art movements from ancient to modernist • Print using relief or etching to create different patterns showing fine detail. • Use oil paint • Silhouettes/Colour washes | <ul style="list-style-type: none"> • Make individual choices regarding choice of media and state why in their work. • Research artwork from different periods of history. • Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. • Explain the style work produced and how a famous artist has influenced it. |

Music

| Listening and Appraise Music (Musicianship) | Singing and Voice | Notation | Playing instruments | Improvising | Composing | Performing |
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| <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p> | <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p> | <p><i>Use and understand staff and other musical notations</i></p> | <p><i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> | <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> | <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> | <p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p> |
| <ul style="list-style-type: none"> • Talk about feelings created by the music. • Justify a personal opinion with reference to Musical Elements. • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. | <ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and | <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using dotted semibreves, dotted | <ul style="list-style-type: none"> • Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat | <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B\flat, C, D G, A, B, C, D F, G, A, C, D <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics</p> | <ul style="list-style-type: none"> • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg 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. | <ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific event, for an unknown audience. • Perform a range of songs as a choir in |

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| <ul style="list-style-type: none"> Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella | <p>performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. | <p>minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B\flat, C, D, E F, G, A\flat, B\flat, C, D, E\flat G, A, B\flat, C, D, E, F G, A, B, C, D, E, F\sharp D, E, F, G, A D, E, F\sharp, A, B, C\sharp E, F\sharp, G, G\sharp, A, B, C, C\sharp E\flat, F, G, A\flat, B\flat, C, D</p> <ul style="list-style-type: none"> Identify: <ul style="list-style-type: none"> Stave Treble clef Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. | <p>major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <ul style="list-style-type: none"> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor. | <p>and articulation.</p> | <ul style="list-style-type: none"> Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. | <p>school assemblies, school performance opportunities and to a wider audience.</p> <ul style="list-style-type: none"> Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might |
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| <p>groups.</p> <ul style="list-style-type: none"> Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music. | | | | | <ul style="list-style-type: none"> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, A^b F, G, A^b, B^b F, G, A^b, B^b, C Start and end on the note F (F minor) | <p>change if it was repeated in a larger/smaller performance space.</p> |
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Physical Education

| Athletics | Competitive Games | Gymnastics |
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| <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |

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| <ul style="list-style-type: none"> demonstrate stamina and increase strength | <ul style="list-style-type: none"> agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises | <ul style="list-style-type: none"> combine own work with that of others sequences to specific timings |
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| Dance | Outdoor and Adventurous Activity | Evaluate |
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| <ul style="list-style-type: none"> <i>perform dances using a range of movement patterns</i> | <ul style="list-style-type: none"> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> | <ul style="list-style-type: none"> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> |
| <ul style="list-style-type: none"> develop sequences in a specific style choose own music and style | <ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger | <ul style="list-style-type: none"> know which sports they are good at and find out how to improve further |

Swimming

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| <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres. |
| <ul style="list-style-type: none"> use a range of strokes effectively, for example front crawl, backstroke and breaststroke. |
| <ul style="list-style-type: none"> perform safe self-rescue in different water based situations. |

Real PE

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| Unit 1 | Cognitive | I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. |
| Unit 2 | Creative | I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. |
| Unit 3 | Social | I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. |
| Unit 4 | Applying Physical | I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. |
| Unit 5 | Health and Fitness | I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. |

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| Unit 6 | Personal | I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. |
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Foreign Languages

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| Listening | <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> |
| Speaking | <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p> <p>Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> |
| Reading | <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries.</p> |
| Writing | <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions).</p> |
| Grammar | <p><i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjunction – both regular and irregular (to go/ to do/ to have/ to be).</p> |

Computing

| Programming Create programs | Coding - Develop programs | Logical Reasoning | Multimedia Sound and Motion Networks |
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| <ul style="list-style-type: none"> <i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> | <ul style="list-style-type: none"> <i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> | <ul style="list-style-type: none"> <i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> | <ul style="list-style-type: none"> <i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i> |
| <p>iApp unit 1</p> <ul style="list-style-type: none"> To understand the value of mobile technology and its future development To use development tools to create an app To explore event driven programming using a text-based programming language To use algorithms to develop a solution to a problem To develop strategies for testing and debugging computer programs <p>iProgram unit 1</p> <ul style="list-style-type: none"> To understand the difference between games and simulations To identify the various inputs that computer games can use To program a computer game by sequencing conditional statements To understand that the behaviour of a computer program should be planned To understand that programs are developed according to a plan To program an algorithm according to a plan | <p>iApp unit 1</p> <ul style="list-style-type: none"> To understand the value of mobile technology and its future development To use development tools to create an app To explore event driven programming using a text-based programming language To use algorithms to develop a solution to a problem To develop strategies for testing and debugging computer programs <p>iProgram unit 1</p> <ul style="list-style-type: none"> To understand the difference between games and simulations To identify the various inputs that computer games can use To program a computer game by sequencing conditional statements To understand that the behaviour of a computer program should be planned To understand that programs are developed according to a plan To program an algorithm according to a plan | <p>iApp unit 1</p> <ul style="list-style-type: none"> To understand the value of mobile technology and its future development To use development tools to create an app To explore event driven programming using a text-based programming language To use algorithms to develop a solution to a problem To develop strategies for testing and debugging computer programs <p>iProgram unit 1</p> <ul style="list-style-type: none"> To understand the difference between games and simulations To identify the various inputs that computer games can use To program a computer game by sequencing conditional statements To understand that the behaviour of a computer program should be planned To understand that programs are developed according to a plan To program an algorithm according to a plan | <p>iNetwork unit</p> <ul style="list-style-type: none"> To know that computer networks allow users to communicate and share To understand that the internet is many networks that are connected to each other To know that a router sends/ receives information as packets of data To know that internet search engines maintain, and rank, a list (or index) of other websites |

| Technology in our lives Search engines | Using programs Handling Data | Safe use |
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| <ul style="list-style-type: none"> <i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i> | <ul style="list-style-type: none"> <i>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> | <ul style="list-style-type: none"> <i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> |

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| <p><u>No iCompute unit</u></p> <ul style="list-style-type: none"> • Use search engines to support learning in the curriculum • Use search technology effectively when researching materials for other curriculum areas • Understand the most efficient search engines to use for a specific task | <p><u>iData unit</u></p> <ul style="list-style-type: none"> • To identify some parts of a spreadsheet • To identify cell references • To understand that spreadsheets can be used to store numerical data and to make calculations • To understand that recalculations with different values can be done quickly • To enter a formula to calculate totals • To enter numerical data into cells <p><u>iModel unit</u></p> <ul style="list-style-type: none"> • To understand the difference between 2D and 3D shapes • To become familiar with basic 3D modelling tools • To understand that graphical models can easily be changed • To use features of graphical modelling software to develop a 3D model • To evaluate and improve 3D models | <p><u>iSafe unit</u></p> <ul style="list-style-type: none"> • Recognise the importance of protecting passwords • Know how to create passwords that are hard to guess • Customise privacy settings for the online services • Make decisions about information sharing • Put into practice what the children have learnt about privacy and security • Identify situations of harassment or bullying online • Learn specific ways to respond to bullying when you see it • Learn there are different ways to intervene in a specific situation • Choose how to respond from options that feel safe and appropriate • Express feelings and opinions in positive, effective ways • Respond to negativity in constructive and civil ways |
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| <p>Jigsaw Piece One</p> | <p>Being me in my world</p> | <ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children’s universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling |
| <p>Jigsaw Piece Two</p> | <p>Celebrating Difference</p> | <ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration |

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| | | <ul style="list-style-type: none"> • Empathy |
| Jigsaw Piece Three | Dreams and Goals | <ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments • Water safety |
| Jigsaw Piece Four | Healthy Me | <ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress • Sun safety |
| Jigsaw Piece Five | Relationships | <ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use |
| Jigsaw Piece Six | Changing Me | <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition • Consent |

Religious Education

| Unit | Theme |
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| U2.5 | Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| U2.8 | What difference does it make to believe in ahimsa, grace and/or Ummah? |
| U2.7 | What matters most to Christians and Humanists? |
| U2.3 | What do religions say to us when life gets hard? |