Poppleton Ousebank PRIMARY SCHOOL

YEAR 6 CURRICULUM OVERVIEW

Curriculum Overview for Year 6

Autumn

This term is history themed – War and Conflict

English

Handwriting
Write legibly
Composition
Write for a range of purposes, *knowing key features of a genre*
Use paragraphs to organise ideas
In narratives, describe settings and characters *using noun phrases expanded in a variety of ways*
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
Punctuation
Use capital letters, full stops, question marks, commas for lists, *apostrophes for singular possession* and apostrophes for contraction mostly correctly
Spelling
Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list write legibly
Editing
Assess the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Ensuring the consistent and correct use of tense throughout a piece of writing

Maths

Number
Place Value

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Solve number and practical problems that involve numbers up to 10,000,000.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.

Four Operations

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- Identify common factors, common multiples and prime numbers.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Perform mental calculations, including with mixed operations and large numbers.

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, 1 4 × 1 2 = 1 8.

	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Divide proper fractions by whole numbers (for example, 1 3 ÷ 2 = 1 6). • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. **Geometry** • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

History

War & Conflict

- Conflict between countries can manifest itself due to power struggles of politics, religion, resources, military defences or retribution.
- World War 1 was a global war, starting in 1914 and ending in 1918. It was the trigger to set off declarations of war. It was fought over land and sea. Trenches were used as defence.
- World War 2 started in 1939 and ended in 1945.
- **Battle of Britain** – A large scale military campaign during the 2nd World War, in which the Royal Air Force (RAF) defended the United Kingdom (UK) against large-scale attacks by Nazi Germany's air force, the Luftwaffe. It has been described as the first major military campaign fought entirely by air forces
- **The Blitz** – following the Battle of Britain, Germany changed their tactics and began a huge air strike on London over 57 nights; Children were evacuated to the countryside for safety.
- Food was **rationed**, conserved by giving small portions to families.
- People worked to support the fighting services and keep the UK running – The Home Front.
- **D-Day** was the invasion of Europe by the Allies on 6th May 1944. The Allied troops used the landings as a springboard to push the Germans out of France, and eventually entered into Germany itself.
- Hitler sent groups of people, many of whom were Jews, to concentration camps, where many of them were killed.
- **Remembrance Day** is a memorial day, on 11th November each year, to commemorate the armed forces who have died in the line of duty. The poppy is the symbol for this day.

Science

Biology

Adaptation & Inheritance

Evolution

- 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.

Geography

Cross Curricular Links

- Characteristics of different climates
- Location of climate zones
- The geography of Europe including boundary changes due to war
- Locations of origins of foods, such as Cornish Pasty, Samosa and Spring Roll

Art

Artist Focus: Henry Moore

Underground during the Blitz

Use charcoal , ink and oil pastel to:

- Highlight and shade
- Layer colour
- Blend using pressure and colour
- Burnishing – using a rubber to blend

Design Technology

Celebrating Culture & Seasonality

Designing

- 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.

Making

- Writing a step-by-step recipe, including a list of ingredients, equipment and utensils for a nutritionally balanced, product from another culture.
- 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.

Evaluating

- 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.

Music

Sounds of World War 2 - Advanced rhythms

Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.

- Fingal's Cave by Mendelssohn: Dynamics, pitch and texture
- Songs of World War 2
- Developing pitch, control and confidence when singing

Computing

iSafe

- Staying safe in a digital world
- **Understand** what kinds of personal information should be kept private.

Physical Education

Dance - Charlestone

- Learn the key movements of the DDMIX Charleston dance, demonstrating clear dynamics.
- Link the Charleston key movements to form a sequence. Use expression and scale of movement to show character.

Modern Foreign Language (French)

En Ville

- Where you live
- Recognising and use compass points
- Revising and practise the alphabet
- Revising all numbers to 100

- **Remember** that everyone deserves to have their privacy decisions respected
- **Consider** how judgments are made about a person when they post things online

Computer Science

- I recognise that different solutions can exist for the same problem.
- I can combine sequences of instructions to turn an external device on and off **(Iprogram).**
- Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done”.
- I can explore 'what if' questions by planning different scenarios for controlled devices.

- Perform a Charleston dance, using expression for comic effect.
- Learn the key movements of a 1960s dance, demonstrating clear dynamics.
- Create a 1960s sequence from auditory stimuli.
- Perform a 1960s dance sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback

Gymnastics

- Use correct techniques to perform a handstand.
- Perform a range of different cartwheels confidently.
- Perform a variety of different rolls.
- Link a roll and a cartwheel together.
- Incorporate a creative cartwheel into a 5 or 6 movement sequence.

Games - Invasion Games

- Use different techniques for passing, controlling, dribbling and shooting the ball in games.
- Apply basic principles of team play to keep possession of the ball
- Use marking, tackling and/or interception to improve their defence.
- Play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending.
- Plan practices and warm ups to get ready for playing safely
- Recognise their own and others’ strengths and weaknesses in games
- Suggest ideas that will improve performance

- Asking questions (practise inversion and polite form)
- Describing where other people live.
- Places in a town.
- Describing what there is and isn’t in a town.
- Using of ‘Est-ce que’ to form questions
- Christmas

P.S.H.E and Character Education

Being me in my world

- Being a global citizen
- Universal rights and responsibilities
- Our Learning Charter

Celebrating difference

- Difference as a source of conflict and a cause of celebration

Religious Education

Is it better to express your religion in arts and architecture or in charity and generosity?

- Respond with ideas of their own to the title question.
- Find out about religious teachings, charities and ways of expressing generosity.
- Describe and make connections between examples of religious creativity (buildings and art).
- Show understanding of the value of sacred buildings and art).
- Suggest reasons why some believers see generosity and charity as more important than buildings and art.

- Differences of culture, beliefs and lifestyle

- Apply ideas about values from scriptures to the title question.

What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

- Describe what ahimsa, grace or ummah mean to religious people.
- Respond sensitively to examples of religious practice with ideas of their own.
- Make connections between beliefs and behaviour in different religions.
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions.
- Consider similarities and differences between beliefs and behaviour in different faiths.

Spring

This term is geography themed – Natural Disasters

English

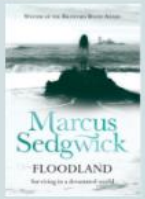
Literacy Driver
Natural Disasters

Short Extracts –
*Skellig (Symbolic)
Wind in the Willows (Archaic)

Escape from Pompeii (Picture book)

Journey to the Centre of the Earth (Archaic)

Class novel



Bob Cox – Code Breaking – Journey to the Centre of the Earth (P123)

Handwriting
Maintain legibility in joined handwriting when writing at speed.

Composition
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader *(e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model (WAGOLL and other texts)*

In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, *e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses*

Integrate dialogue in narratives to convey character and advance the action, *using correctly punctuated speech*

Maths

Number

Fractions, Decimals & Percentages

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0375] for a simple fraction [for example, 3 8].
- Multiply one-digit numbers with up to two decimal places by whole numbers.
- Use written division methods in cases where the answer has up to two decimal places.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Compare and order fractions, including fractions > 1.

Algebra

- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Use simple formulae.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Measurement

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Convert between miles and kilometres.

Area, Perimeter & Volume

- Recognise that shapes with the same areas can have different perimeters and vice versa.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Know and understand the terms active and passive voice
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, repetition of a word or phrase, grammatical connections [for example, the use of
adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis) within and across paragraphs
Know the terms synonym and antonym
Use verb tenses consistently and correctly throughout their writing
Use the passive to affect the presentation of information in a sentence

Punctuation

Use the range of punctuation taught at key stage 2 mostly correctly, *e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists*
Know the terms ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

spell correctly most words from the year 5 / year 6 spelling list,
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

Ratio & Proportion

- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found.

History

History of famous natural disasters

- The Eruption of Vesuvius in 79 AD
- The Indian Ocean Tsunami in 2004
- San Francisco earthquake 1906
- York Floods of 2012
- Ethiopia Drought 1985

Evolution

Charles Darwin's Beagle voyage 1831-1836

Science

Biology

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

Geography

Natural Disasters

- Climate zones
- Defining natural disasters
- The earth's structure and seismic events
- Earth's features on maps and atlases
- What happens during a Volcano, Tsunami and Earthquake
- How humans prepare for natural disasters
- Man-made climate disasters
- Natural hazards in York

Art

Artist Study – Comparing JMW Turner – The eruption of the Soufriere Mountains',
Clarkson Frederick
Stanfield - 'An eruption of Mount Vesuvius',

Design Technology

Control Programming

Designing

- Using research to develop a design specification for a functional product that responds

Music

Film music

- Identify characteristics of film music and appraise different musical features in a variety of contexts.

	'Vesuvius in Eruption' and 'Distant view of Vesuvius by sunset', Andy Warhol 'Vesuvius, Naples.' ● Making lino prints/ Gelli prints ● Exploring positive and negative prints ● Building up layers of colours and patterns ● Using printing as a base for artwork or to print on top of mixed medium pieces ● Sketching lightly before painting to combine line with colour. ● Creating a colour palette based upon colours Using the qualities of watercolour and acrylic paints and techniques to create visually interesting pieces with texture such as: ● Drybrush ● Washing ● Tapping, stippling and lifting ● Dragging ● Splattering ● Dabbing	automatically to changes in the environment. Take account of constraints including time, resources and cost. ● Generating and developing innovative ideas and share and clarify these through discussion. ● Communicating ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. **Making** ● Formulating a step-by-step plan to guide making, listing tools, equipment, materials and components. ● Competently selecting and accurately assembling materials, and securely connecting electrical components to produce a reliable, functional product. ● Creating and modifying a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** ● Continually evaluating and modifying the working features of the product to match the initial design specification. ● Testing the system to demonstrate its effectiveness for the intended user and purpose. ● Investigating famous inventors who developed ground-breaking electrical systems and components.	● Identify and understand the composing techniques of action, tension and emotion in a film. ● Use graphic scores to interpret different emotions in film music; make up their own; and perform it to the rest of the class. ● Create a composition and graphic score to perform alongside a film.
	Computing **Information Technology** ● Appreciate how search results are ranked. ● Select and combine software on a range of devices. ● Collaborate with individuals and groups to create digital content for a specific purpose. ● Discuss and explore the use of ICT to sort, organise and classify objects based on their properties.	**Physical Education** **Dance- Bollywood** ● Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics. ● Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance. ● To understand how a dance is formed. Create a motif using pictures as stimuli. ● Create a Bollywood dance phrase to tell a story.	**Modern Foreign Languages** **Notre École** ● Transport words ● Describing how you travel to school. ● Conjugating the verb 'aller'. ● Explaining the use of 'aller' to form the future tense. ● Learn places in a school.

	● Use ICT to create and modify charts quickly and easily. ● Create databases, retrieve information and draw conclusions based on results entered. ● Find suitable images, video and sounds from appropriate sources, taking into account copyright issues. ● Remix and edit a range of media to create content. ● Use appropriate ICT resources to compose music or sounds to accompany a story. ● Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle.	● To link a motif and a phrase to form a dance, adding a clear beginning and end. ● Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback **Gymnastics** ● Perform a range of star jumps when dismounting a vault. ● Mount the vault when using the correct take- off and landing technique. ● Create a range of different ways to travel at different levels and inclines. **Games - Net & Wall** ● Use forehand, backhand and overhead shots increasingly well in the games they play ● Use the volley in games where it is important; use the skills they prefer with competence and consistency ● Understand the need for tactics ● Start to choose and use some tactics effectively; play cooperatively with a partner ● Apply rules consistently and fairly ● Identify appropriate exercises and activities for warming up; recognise how these games make their bodies work ● Pick out what they and others do well and suggest ideas for practices.	● Design a school leaflet using phrases 'voici' and 'il y a.' ● Understand the time. ● Describe a school day and what time things are. ● Reading texts about school. Compare and contrast French and English schools. ● Easter
	P.S.H.E and Character Education **Dreams and Goals** ● Making the world a better place ● Practical good works **Healthy** Me ● Substance misuse, including alcohol and drugs ● Impact of substance abuse	**Religious Education** **What matters most to Christians and Humanists?** ● Identify the values found in stories and texts. ● Suggest ideas about why humans can be both good and bad, making links with Christian ideas. ● Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.. ● Describe some Christian and Humanist values simply. ● Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. ● Suggest reasons why it might be helpful to follow a moral code and why it might	

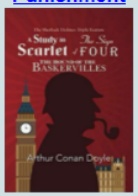
Summer

- Health risks of balancing responsible use, anti-social use and misuse.

be difficult, offering different points of view.

This term is history themed – Crime and Punishment

English

Literacy driver The History of Crime & Punishment 	**Short Extracts** The Highwayman (Archaic Language) The Listeners (Archaic Language) The Raven (Archaic Language)
Class novel	Treasure Island (Archaic Language) Bob Cox – The Paths of Mystery – The Path (P61)

Composition

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation,
structure)

Distinguish between the language of speech and writing and choose the appropriate register [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Know the term subjunctive form??

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Punctuation

Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons and colons *to mark boundaries between clauses, dashes and hyphens*) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Maths

Geometry

- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Problem Solving

- Recognise, describe and build simple 3-D shapes, including making nets.
- Solve number and practical problems that involve nets of shapes.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve problems involving addition, subtraction, multiplication and division.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Describe positions on the full coordinate grid (all four quadrants).
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Statistics

- Calculate and interpret the mean as an average.
- Interpret and construct pie charts and line graphs and use these to solve problems.

History

History of Law, Crime & Punishment

- Ancient Egyptians 5000BC- Pharaohs were the rulers and were seen as living Gods. They had a court system over which the Pharaoh's advisers, the viziers, presided. Their legal system was based

Science

Electricity

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and give reasons for variations in how components function, including the brightness of

Geography

- Locate Britain on a world map.
- Locate Egypt on a world map.
- Locate Greece on a world map and Athens and Sparta, on a map of Greece.

	on common sense. Slavery was common practise in Ancient Egypt. ● Ancient Greece 776BC-323BC - Democracy was invented in Ancient Greece. Athenians ruled by men only who were elected annually. However, Sparta was ruled by two kings. ● The Roman Legacy - The laws and the ways in which we determine what to do with someone who is accused of breaking a law came originally from the Roman Empire. Julius Caesar ruled as a dictator in 100 BC and during this time created a set of new laws. The first set of laws were called the Twelve Tables (449BCE). ● Anglo Saxon Britain (1000-1066) - Each kingdom was ruled by a King. The law was shaped by the rich. The Witan was the King's court where serious crimes were dealt with. Responsibility for catching criminals was on a group of men called the Tithings. No prisons – punishments included fines or limbs being cut off. ● Tudor Crime & Punishment - Vagrancy & treason were the most common crimes. Execution was a common punishment, for crimes as basic as stealing. ● Dick Turpin – Hero or Villain? - Highwaymen became a greater threat during the Georgian & Stuart period with the rise in wealthy people travelling in carriages. The invention of the pistol made it easier for them to threaten and rob people. ● Victorian Britain - The first metropolitan police force was introduced by Robert Peel (The Peelers). Criminals in Victorian Britain were sent to prison to perform hard labour tasks as punishment. The main crimes were stealing, assault and arson. ● Elizabeth Fry - An English prison reformer, sometimes known as the 'angel of prisons'. She was a major driving force behind new legislation (law) to make the treatment of prisoners more humane, and she was supported in her efforts by Queen Victoria.	bulbs, the loudness of buzzers and the on/off position of switches. • Using recognised symbols when representing a simple circuit in a diagram.	

	• Votes for Women - After the First World War, the Suffragette movement saw women being given the right to vote. Emmeline Pankhurst was a leading Suffragette. • Democracy in Britain - Britain first became a democratic society in 1832, but only for men over the age of thirty. Our modern Parliament consists of the Monarch (in a ceremonial role) the House of Commons and the House of Lords. MPs create bills that are debated in parliament before being passed as laws. The British public (18+) vote for the people they wish to run local councils and for their local MP. The party with the most MPs forms the government.		
	Art **The use of art in Law and Crime** Artists' Studies • Courtroom artwork – Priscilla Coleman • Louis Gibson – forensic artist • Joe Mullins – forensic sculpture • Sculpting with clay – creating a forensic model of a face	**Design Technology** **Computer Aided Design** **Designing** • Design a purposeful, functional, appealing product for the intended user that suit a purpose. • Produce detailed lists of equipment and fabrics relevant to their tasks. **Making** • 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. **Evaluating** • 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.	**Music** **Theme and variations (Theme: Pop Art)** • Exploring the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments. • Composing and performing a Leavers' song • Creating their very own leavers' song personal to their experiences as a class.

	● Consider the views of others to improve their work.	
Computing **Digital Literacy** ● Critically evaluate websites for reliability of information/ bias and authenticity to include use of social media. ● Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns. ● Understand the impact of an individual sending or uploading unkind or inappropriate content. ● I can produce formal or informal messages, appropriate to the task. ● Understand what 'Plagiarism' means and that it is important to acknowledge sources. ● Understand that not all information on the internet is legal to use or copy. ● Understand that we are all digital citizens and the potential impact and influence we can have on the outside world. ● Know the meaning of common website extensions (.org, . net. Gov etc) Identify secure servers (padlock such as internet banking). ● Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information.	**Physical Education** **Dance** **Haste to the Wedding** ● Perform basic actions with increased control, co-ordination, fluency and accuracy. ● Perform set dances from different times and places. ● Work collaboratively in small groups. ● Use appropriate language and terminology. ● Describe how dance contributes to fitness and well-being. **Gymnastics** ● Perform a squat through over a vault. ● Perform the straddle on a vault. ● Perform a vault using a range of different movements. **Games -Athletics** ● Choose the best pace for a running event, so that they can sustain their running and improve on a personal target ● Show control at take-off in jumping activities ● Show accuracy and good technique when throwing for distance ● Organise and manage an athletic event well ● Understand how stamina and power help people to perform well in different athletic activities ● Identify good athletic performance and explain why it is good, using agreed criteria.	**Modern Foreign Languages** **Notre École** ● Introduction to classroom items. ● Use vocabulary in phrases and questions. ● Take part in a rap song and show understanding. ● Revise and practise colours. ● Show good understanding of describing nouns in the plural using size, colour and number. ● Learn words for school subjects. ● Practise dictionary skills. ● Revise the time and days of the week. ● Be able to discuss and speak about a school timetable. ● Give opinions about subjects and teachers. ● Look at ways to extend sentences with openers, qualifiers and connectives. ● Reinforce verb patterns in the present tense of -er verbs. ● Revision of description including hair, eye colour and personality. **Introduction to German** ● Showing how language learning skills practised and mastered over Years 3-6 can be transferred to another language
P.S.H.E and Character Education **Relationships** ● Bereavement ● Power and Control ● Coercive behaviour		**Religious Education** **When life gets hard** ● Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. ● Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.

	Changing Me ● Changes during Puberty ● Conception and development of a baby ● Reproduction	● Express ideas about how and why religion can help believers when times are hard,giving examples. ● Outline Christian, Hindu and/or non-religious beliefs about life after death. ● Explain some similarities and differences between beliefs about life after death. ● Explain some reasons why Christians and Humanists have different ideas about an afterlife.