



YEAR 6 CURRICULUM OVERVIEW

Curriculum Overview for Year 6

A u t u m n	This term is history themed – Ancient Greece and Law Crime and Punishment	
	English	Maths
	Reading Texts Who Let the Gods Out? The Hobbit The Hound of the Baskervilles The Highwayman Poem The Listeners The Raven A Christmas Carol The Whisperer Treasure Island Handwriting Write legibly Composition Write for a range of purposes, <i>knowing key features of a genre</i> Use paragraphs to organise ideas In narratives, describe settings and characters <i>using noun phrases expanded in a variety of ways</i> 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, <i>apostrophes for singular possession</i> 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 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	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, $1\frac{4}{5} \times 1\frac{2}{3} = 1\frac{8}{15}$). Divide proper fractions by whole numbers (for example, $1\frac{3}{4} \div 2 = 1\frac{6}{8}$).

		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 Ancient Greece Who were the Ancient Greeks and when did they rule? What did the Ancient Greeks believe? What was democracy like in Athens? Who are the Minoans?Who are the Mycenaeans ? What was the difference between Athens and Sparta? What was the Greek Dark and Archaic Period? Law, Crime & Punishment • 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	Science Light • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Light is made up of different colours Light pollution is caused by the use of too much artificial light. Classification Organisms can be arranged into smaller groups that share the same physical characteristics. Arranging organisms into groups based on physical characteristics is called classification. A vertebrate is an animal with a backbone. An invertebrate is an animal without a backbone. Flowering plants produce flowers and reproduce using seeds Microorganisms are organisms that can only be seen under a microscope. Working Scientifically Ask relevant questions and use different types of scientific enquiries to answer them. Plan simple scientific enquiries. Use a range of equipment. Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. Present data.	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

	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. • 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.	Use results to draw simple conclusions and make predictions. Report on findings from enquiries, including oral and written explanations. Use models to represent a scientific concept or process.	
	Art Artists’ Studies: Ancient Greek patterns and images Skills and media: Methods and techniques – drawing – developing patterns and shapes, using shading techniques to show tone. Detail with fine liners. Develop own style using tonal contrast and mixed media. Papier mâché	Design Technology Key area: textiles Project: To make and decorate a waistcoat. Key skills: • Designing a waistcoat in accordance with a specification and design criteria to fit a theme. • Annotating designs.	Music Film music • Identify characteristics of film music and appraise different musical features in a variety of contexts. • Identify and understand the composing techniques of action, tension and emotion in a film.

Media and materials – acrylic paints, fine pens, paper strips, glue



Artist study:

- Courtroom artwork – Priscilla Coleman
- Louis Gibson – forensic artist
- Joe Mullins – forensic sculpture



Skills and media:

drawing, use of pastels, smudging blending, use of small strokes.

- Using a template to pin panels onto fabric.
- Marking and cutting fabric accurately, in accordance with a design.
- Sewing a strong running stitch, making small, near stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat - using applique techniques.
- Learn different decorative stitches.
- Evaluating work continually as it is created.

Key knowledge:

- To understand that it is important to design clothing with the client/ target customer in mind.
- To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.
- To understand the importance of consistently sized stitches.

- 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.

	Clay - carving, rolling, cutting, moulding, pinch, slab and coiling. Media and materials – pastels, clay, pencil,		
	Computing Online Safety • Online reputations • Health, Wellbeing and lifestyle • Copyright and ownership Internet communication • Recognising how the WWW can be used to communicate and be searched to find information. Webpage creation • Designing and creating web pages, giving consideration to copyright, aesthetics, and navigation.	Physical Education Dance - Charleston • 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. • 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.	Modern Foreign Language (French) En Ville • Where you live • Recognising and use compass points • Revising and practise the alphabet • Revising all numbers to 100 • 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

S p r i		• 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	
	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 • Differences of culture, beliefs and lifestyle	Religious Education Why do some people believe in God and some people not? Make sense of belief: • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God Understand the impact: • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections: • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. For Christians, what kind of king was Jesus? (Kingdom of God) 2b.8	
	This term is geography themed – Natural Disasters		
	English Reading Texts Floodland Escape from Pompeii	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.	

I Survived the Sinking of the Titanic
Survivors

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*

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

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].

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.

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

Science

Evolution and inheritance

Fossils are the preserved remains or traces of plants and animals that lived millions of years ago.

Geography

Natural Disasters

- Climate zones
- Defining natural disasters

	• San Francisco earthquake 1906 • York Floods of 2012 • Ethiopia Drought 1985 Evolution Charles Darwin's Beagle voyage 1831-1836	Variation is the differences in characteristics of organisms of the same species. Inheritance is the passing on of characteristics from parents to their offspring. An adaptation is a special feature or characteristic that helps an organism survive in its habitat. Animals have a range of adaptations, for example to survive seasonal changes, to find food and to escape predators. Natural selection means that organisms that are better adapted to their environments are more likely to survive and reproduce. The theory of evolution describes how living things have developed from earlier forms over the history of the Earth. Living things evolve through the process of natural selection. Living things can become extinct if they are not adapted to their environment. Endangered animals are those at threat of becoming extinct. Working Scientifically Ask relevant questions and use different types of scientific enquiries to answer them. Plan simple scientific enquiries. Use a range of equipment. Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. Present data. Use results to draw simple conclusions and make predictions. Report on findings from enquiries, including oral and written explanations. Use models to represent a scientific concept or process.	• 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', Beth Neville - mixed media Andy Warhol 'Vesuvius, Naples. 'Skills and media' – sketching, watercolour – developing colour, shade and tone on different paper. Explore	Design Technology Key area: digital world Project: To investigate, design and make a multifunctional navigation tool. Key skills: • Writing a design brief from information submitted by a client.	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.

effectiveness of thickness/ thinness of paint to create effect and texture – washing, dragging, splattering. Lino printing, match tints and tones Collage – using imagery and pre prepared work to create mixed media. Media and materials – watercolour, pencil, lino, lino carver, acrylic paint, images 	• Developing design criteria to fulfil the client’s request. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD. • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example cork and bamboo). • Explaining material choices and why they were chosen as part of a product concept. • Programming a N, E, S, W cardinal compass. • Explaining how their program fits the design criteria and how it would be useful as part of a navigation tool. • Developing an awareness of sustainable design. • Explaining the key functions and features of their navigation tool to the client as part of a product concept pitch. • Demonstrating a functional program as part of a product concept. Key knowledge: • To understand that sensors can be useful in products as they mean a product can function without human input. • To know that designers write design briefs and develop design criteria to enable them to fulfil a client’s request. • To know that ‘multifunctional’ means an object or product has more than one function.	
Computing Variables in games • Exploring variables when designing and coding a game. Introduction to spreadsheets • Answering questions by using spreadsheets to organise and calculate data.	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.	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.

		● Create a Bollywood dance phrase to tell a story. ● 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.	● Learn places in a school. ● 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 Humanists and Christians? Make sense of belief: ● Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) ● Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) Understand the impact: ● Make clear connections between Christian and Humanist ideas about	

	Health risks of balancing responsible use, anti-social use and misuse.	being good and how people live - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections: - Raise important questions and suggest answers about how and why people should be good - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. Creation and science: conflicting or complementary? (Creation) 2b.2
S u m m e r	This term is history themed – War and Conflict	
	English Reading Texts Letters from a Lighthouse In Flanders Fields Dulce Et Decorum Est War Horse The Island Rose Blanche 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 <i>to mark boundaries between clauses, dashes and hyphens</i>) 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 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 Electricity Electricity (electrical current) flows through wires and is used to make devices and appliances work. Electricity is generated from renewable resources such as wind and sunlight and non-renewable resources such as coal and oil. A series circuit is a circuit where electricity flows along one pathway through every component one after another. Series circuits can be drawn using circuit diagrams; each component of the circuit is represented with a different symbol. Changing the number of cells in a circuit affects the brightness of a light or the volume of a buzzer. When a switch is on, the circuit is complete, so electricity will flow and light up the bulb. Circulation and lifestyle The circulatory system has three main parts: the heart, the blood, and the blood vessels. The heart pumps blood around the body. The blood carries oxygen, nutrients, water, and waste products around the body and protects the body from infection. Blood vessels are tubes that carry blood around the body. When a person exercises their heart rate increases as their heart beats faster to pump more oxygen around the body in the blood. Drugs are chemicals that affect how the body works; some can be helpful, while others can cause harm. Working Scientifically Ask relevant questions and use different types of scientific enquiries to answer them. Plan simple scientific enquiries. Use a range of equipment. Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. Present data. Use results to draw simple conclusions and make predictions. Report on findings from enquiries, including oral and written explanations. Use models to represent a scientific concept or process.	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.
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Art

Artist Focus: Henry Moore and L.S. Lowry



Skills and media: Methods and techniques – drawing – develop simple perspective using a single focal point or horizon. Awareness of composition, scale, and perspective. Painting - wax resist, use of different drawing medium and techniques such as smudging. Blending.

Media and materials –water-based paint, oil and chalk pastels, charcoal

Design Technology

Key area: electrical systems

Project: To investigate, design and make a steady hand game.

Key skills:

- Designing a steady hand game, identifying and naming the components required.
- Drawing a design from three different perspectives
- Generating ideas through sketching and discussion.
- Modelling ideas through prototypes.
- Understanding the purpose of products, including what is meant by 'fit for purpose' and 'form over function'.
- Constructing a stable base for a game.
- Accurately cutting and folding and assembling a net.
- Decorating the base of the game to a high-quality finish.
- Making and testing a circuit.
- Incorporating a circuit into a base.
- Testing their own and others' finished games, identifying what went well and making suggestions for improvement.
- Gather information and images about existing children's toys.
- Analysing a section of existing children's toys.

Key knowledge:

- To know that 'form' means the shape and appearance of an object.
- To know the difference between 'form' and 'function'
- to understand that 'fit for purpose' means that a product works how it should and is easy to use.
- To know that 'form over purpose' means that a product looks good but does not work very well.
- To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.

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

		To understand the diagram perspectives 'top view', 'side view' and 'back'.	
	Computing 3D modelling - Planning, developing, and evaluating 3D computer models of physical objects. Sensing - Designing and coding a project that captures inputs from a physical device.	Physical Education Dance Haste to the Wedding - Perform basic actions with increased control, coordination, 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 Changing Me	Religious Education What do religions say to us when life gets hard? - 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.	

• Changes during Puberty • Conception and development of a baby • Reproduction	• Explain some reasons why Christians and Humanists have different ideas about an afterlife. What do Christians believe Jesus did to save people?
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