

**YEAR B:** Year 5 & 6: Long Term Overviews:

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>English</b>	<p><b>Explanation Text</b> Stuff you should know! By Rob Beattie</p> <p><b>Poetry</b> The Lost Words by Robert Macfarlane and Jackie Morris</p>	<p><b>Newspaper Article</b> Everest by Alexandra Stewart</p> <p><b>Playscript</b> Macbeth Twinkl Unit</p>	<p><b>Extended Story with dialogue</b> Kensuke's Kingdom by Michael Morpurgo</p>	<p><b>Non-Chronological Report</b> Anatomy: A cut-away look at the human body by Helene &amp; Jean-Claude Druvert</p> <p><b>Diary Entry</b> How to train your dragon by Cressida Cowell</p>	<p><b>Information Book</b> Extreme Animals by Nicola Davis</p> <p><b>Atmospheric Writing: linked to setting descriptions</b> The Shadow Cage by Philippa Pearce</p>	<p><b>Persuasive Writing</b> Alex Rider in 'Stormbreaker' by Anthony Horowitz</p> <p><b>Biography Story</b></p>
<b>Cross-curricular English</b>	<p><b>Explanation Text</b> Adaption (Linking to Science)</p> <p><b>Poetry</b> About the natural world (Linking to Geography)</p> <p><b>Class Text:</b> Journey to the River Sea by Eva Ibbotson</p>	<p><b>Newspaper Article</b> Discovery of the pyramids (Linking to History)</p> <p><b>Playscript</b> Egypt light/ shadow puppets (Linked to Science)</p> <p><b>Class Text:</b> Journey to the River Sea by Eva Ibbotson</p>	<p><b>Descriptive Setting</b> <b>Extended Story</b> OS maps/ local area study (Linking to Geography)</p> <p><b>Class Text:</b> Kensuke's Kingdom Michael Morpurgo</p>	<p><b>Non-Chronological Report</b> Anatomy (Linking to Science)</p> <p><b>Diary Entry</b> (Linking to Vikings History)</p> <p><b>Class Text:</b> How to train your dragon by Cressida Cowell</p>	<p><b>Information Book</b> Animals and their habitats (Linked to Science)</p> <p><b>Atmospheric Writing</b> Coasts (Linking to Geography)</p> <p><b>Class Text:</b> How to train your dragon by Cressida Cowell</p>	<p><b>Persuasive Writing</b> Selling/ advertising gadgets (alexrider.com) (Linking to Science)</p> <p><b>Biography</b> (Linking to Slavery Unit)</p> <p><b>Class Text:</b> Stormbreaker by Anthony Horowitz</p>
<b>Year 5 Mathematics</b>	<p><b>Number :</b> Place Value <b>Number:</b> Addition and subtraction</p>	<p><b>Number:</b> Multiplication and Division <b>Statistics</b></p>	<p><b>Number:</b> Fractions <b>Number:</b> Decimals</p>	<p><b>Number:</b> Decimals <b>Number:</b> Percentages</p>	<p><b>Geometry:</b> Angles <b>Geometry:</b> Shapes <b>Geometry:</b> Position and direction</p>	<p><b>Measurement:</b> Converting units <b>Number:</b> Prime numbers <b>Perimeter and area</b> <b>Measurement:</b> Volume</p>
<b>Year 6 Mathematics</b>	<p><b>Number :</b> Place Value <b>Number:</b> Addition, subtraction, Multiplication and Division</p>	<p><b>Number:</b> Fractions</p>	<p><b>Number:</b> Decimals <b>Number:</b> Percentages <b>Measurement</b></p>	<p><b>Number:</b> Algebra <b>Number:</b> Ratio <b>Geometry and Statistics</b></p>	<p><b>Geometry:</b> Properties of shape <b>Geometry:</b> Position and direction <b>Problem Solving Investigations Consolidation</b></p>	
<b>Cross-curricular Mathematics</b>	<p><b>Evolution &amp; Inheritance</b> Dates/ time periods Population Bone density <b>Rivers</b> Mean average rainfall Compare rainfall Measure &amp; record rainfall Water consumption Temperatures</p>	<p><b>Ancient Egypt</b> Distance Measurement Weight Time Volume <b>Light</b> Multiples Angles Measurement</p>	<p><b>Local Area Study – Beyond the Village</b> Distances Temperatures Timetables Money</p>	<p><b>Animals including Humans</b> Heart rate Measurement Scale factors Volume <b>Vikings</b> Distance Time Radius/ diameter Weight</p>	<p><b>Living Things and their Habitats</b> Dimensions Population Large/small quantities <b>Coasts</b> Data collection Representing data Land area Temperatures</p>	<p><b>Electricity</b> Measurement Averages Symmetry</p>
<b>Science</b>	<p><b>Evolution &amp; Inheritance</b> <u>Have we always looked like this?</u></p>	<p><b>Light</b> <u>How can you light up your life?</u></p>	<p><b>Animals including Humans</b> <u>What would a journey through your body look like?</u></p>		<p><b>Living Things and their Habitats</b> <u>Could Spiderman really exist?</u></p>	<p><b>Electricity</b> <u>Could you be the next Nintendo apprentice?</u></p>

	<ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Give reasons why offspring are not identical to each other or to their parents</li> <li>- Explain the process of evolution and describe the evidence for this</li> <li>- Identify how plants and animals are adapted to suit their environment in different ways and how adaption may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines</li> <li>- 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</li> <li>- Explain that we see things because light travels from light sources to objects and then to our eyes</li> <li>- Use the ideas that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</li> <li>- Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- Use recognised symbols when representing a simple circuit in a diagram</li> </ul>
--	--	---	--	---	---

**Working scientifically/investigations:**

**Evolution & Inheritance:**

- Observe and raise questions about local animals and how they are adapted to their environment
- Compare how some living things are adapted to survive in extreme conditions, E.g. cactuses, penguins and camels
- Consider the advantages/ disadvantages of specific adaptations

**Light:**

- Decide where to place rear-view mirrors on cars
- Design and make a periscope and using the idea that light travels in straight lines to explain how it works
- Investigate the relationship between light sources, objects and shadows by using shadow puppets

**Animals (Including Humans):**

- Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health

**Living Things & their Habitats:**

- Devise classification systems and keys to identify some animals and plants in the immediate environment
- Research animals and plants in other habitats and decide where they belong in the classification system

**Electricity:**

- Identify the effect of changing one component at a time in a circuit
- Design and make a set of traffic lights, a burglar alarm or something useful
-

<b>History</b>		<p style="text-align: center;"><b>Ancient Egypt</b></p> <p><u>How can we re-discover the wonders of Ancient Egypt?</u></p> <ul style="list-style-type: none"> <li>- Locate Egypt in time and place</li> <li>- Use dates and historical language</li> <li>- Draw a timeline with significant time periods outlined which show a range of information</li> <li>- Make deductions about life in the past from pictures of the landscape</li> <li>- Know how much of the life of Egypt depended on the Rive Nile</li> <li>- Make inferences from objects and pictures about the ways of life in Ancient Egypt</li> <li>- Learn about Egyptian tombs, pyramids and burial sites</li> <li>- Consider the achievements of the earliest civilisations</li> </ul>		<p style="text-align: center;"><b>Vikings</b></p> <p><u>Were the Vikings always victorious and vicious?</u></p> <ul style="list-style-type: none"> <li>- Indicate where a period fits on a timeline</li> <li>- Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently</li> <li>- Describe features of historical events and people from this time</li> <li>- Consider the Viking struggle for the Kingdom of England</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>- Viking invasion</li> <li>- Way of life</li> <li>- Longboats</li> <li>- Settlements in Britain</li> <li>- Impact of King Alfred</li> </ul>		<p style="text-align: center;"><b>Slavery</b></p> <p><u>Why should the world be ashamed of slavery?</u></p> <p>A theme in British history that extends chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> <li>- Establish what slavery is</li> <li>- Explore the link between slavery and discrimination</li> <li>- Research famous people who have fought against discrimination</li> <li>- Discuss rights and responsibilities</li> </ul> <p>(Link to Rights Respecting)</p>
<p><b>Local History Week:</b></p> <p><u>How did the Victorian period help shape our local area today?</u></p> <p><u>Which significant events have happened in the local area over the past 150 years?</u></p>						
<b>Geography</b>	<p style="text-align: center;"><b>The Water Cycle</b></p> <p><u>Will you ever see the water you drink again?</u></p> <ul style="list-style-type: none"> <li>- Use a variety of resources to investigate rivers and streams</li> <li>- Understand the formation, locations and activities of rivers</li> <li>- Know the stages in the water cycle and the associated vocabulary</li> </ul>		<p style="text-align: center;"><b>Local Area Study – Beyond the Village</b></p> <p><u>I’m a KS2 pupil...can you get me out of here?</u></p> <ul style="list-style-type: none"> <li>- Observe, ask and respond to questions about geographical features</li> <li>- Use geographical vocabulary</li> <li>- Use the eight key points of a compass, four figure grid references, symbols and key (including the use of</li> </ul>		<p style="text-align: center;"><b>Coasts</b></p> <p><u>Are the coastlines changing?</u></p> <ul style="list-style-type: none"> <li>- Identify coastal areas and features using maps, atlases and photographs</li> <li>- Understand some headland features and stages of erosion</li> <li>- Explore the impact humans may have on coastal environments</li> </ul>	

	<ul style="list-style-type: none"> <li>- Have an understanding of river processes and patterns</li> <li>- Understand riverine vocabulary</li> <li>- Produce labelled/ annotated diagrams of rivers – label, describe and explain process</li> <li>- Identify some of the physical aspects of a local river using secondary sources</li> <li>- Develop observational skills and fieldwork techniques to gather information</li> <li>- Identify and describe physical aspects of a local river first-hand</li> <li>- Present findings clearly using text, maps and diagrams</li> </ul>		<p>Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>- Understand how people affect the environment and speculate about how places may change</li> </ul>		<ul style="list-style-type: none"> <li>- Identify different types of symbols and keys on Ordnance Survey maps</li> <li>- Use maps and secondary sources to research and describe an area of coast suitable for a particular type of holiday</li> <li>- Identify land uses</li> <li>- Produce a field sketch</li> <li>- Follow a trail using a map and compass</li> <li>- Identify and explain different strategies for coastal management</li> <li>- Understand how decisions about coastal management affect the future quality of people’s lives</li> <li>- Identify different views about the proposed building of a hotel</li> <li>- Understand how changing land uses will affect the environment and people, now and in the future</li> <li>- Begin to appreciate how a coastal environment may be managed sustainably (Link to Monaco/ Dubai)</li> </ul>	
<p><b>Local Geography Week – Link to local area study</b>  <u>Why is Plymouth such a cool place to live and why was it built where it is?</u>  <u>Where would you choose to build a city?</u></p>						
<b>Art</b>	<p><b>Printing</b>  Body prints/ DNA/ Fossils/ and patterns of living things (Linking to Science)</p> <ul style="list-style-type: none"> <li>- William Morris</li> <li>- Use sketchbooks to experiment with ways in which surface detail can be added to drawings</li> </ul>	<p><b>Drawing &amp; Painting</b>  (Linking to Geography)</p> <ul style="list-style-type: none"> <li>- Close observational sketches of the eyes, giving attention to proportion</li> <li>- Look at the work of Constable and Cezanne, giving particular</li> </ul>	<p><b>Drawing &amp; Painting</b>  (Linking to local area study)</p> <ul style="list-style-type: none"> <li>- Look at work by David Hockney</li> <li>- Use acrylic paint skills to paint a local scene that they have photographed</li> </ul> <p style="text-align: center;"><b>Collage</b>  (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Create a picture of your face using collage</li> </ul>	<p><b>Sculpture (3D Art)</b>  <b>Kimmy Cantrell</b>  (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Animal masks in the style of Kimmy Cantrell</li> <li>- Use of oil pastels</li> <li>- Cardboard and construction and collage 3D work</li> </ul>	<p><b>Collage</b>  (Linking to History)  Representing slavery</p> <ul style="list-style-type: none"> <li>- Explore how the emotion is captured in art that is associated with slavery</li> </ul>	

	<ul style="list-style-type: none"> <li>- Apply simple use of pattern and texture in a drawing</li> <li>- Create printing blocks using a relief or impress method</li> <li>- Create repeating patterns</li> <li>- Use more specific colour language</li> <li>- Annotate and edit work in sketch book</li> <li>- Compare ideas, methods and approaches to work and express opinions</li> </ul>	<p>attention to light, tone and shadow</p> <ul style="list-style-type: none"> <li>- Use watercolour painting to create a landscape or still-life painting which shows light and shadow</li> </ul>	<ul style="list-style-type: none"> <li>- Create a self-portrait but using small pieces of coloured paper to capture accurate colour and proportion</li> </ul>		<ul style="list-style-type: none"> <li>- Use a range of media to capture images of slavery</li> </ul>	
<b>Other Cross-Curricular Links</b>	<p><b>Dance</b> (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Plan and design a group dance that shows how the human shape and body is successfully designed to balance and move</li> </ul> <p><b>Music</b> (Linking to Geography)</p> <ul style="list-style-type: none"> <li>- Listen to and create music which is associated with water – from tiny raindrops to extreme weather</li> </ul>	<p><b>Dance</b> (Linking to History)</p> <ul style="list-style-type: none"> <li>- Find out about Egyptian dances and perform them as a group</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Take photographs to help to understand how Brixton has changed in the last 50, 100 or 200 years</li> </ul>	<p><b>Reflection</b> (Linking to Geography)</p> <ul style="list-style-type: none"> <li>- Create an ‘urban’ or ‘rural’ school, pointing out the features in the locality</li> </ul>		<p><b>Enterprise</b> (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Work in groups to organise a business</li> <li>- Create a company and give it an appropriate name</li> <li>- Discuss allocation of jobs/ roles</li> <li>- Explore selling a product</li> </ul>	
<b>DT</b>	<p><b>Mechanisms</b> (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Create a moving toy that requires water to power it</li> <li>- Research, plan, design and make a quality product</li> </ul>	<p><b>Construction</b> (Linking to History)</p> <ul style="list-style-type: none"> <li>- Design and make a pyramid which contains at least one hidden compartment</li> </ul>	<p><b>Cooking and Nutrition</b> (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet</li> <li>- Prepare and cook a variety of savoury dishes using a range of cooking techniques</li> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<p><b>Cooking and Nutrition</b> (Linking to History)</p> <ul style="list-style-type: none"> <li>- Research, design and make a Viking-style meal</li> </ul> <p><b>Textiles</b> Mouldable Materials (Linking to History)</p> <ul style="list-style-type: none"> <li>- Design and make a Viking long boat from a range of materials</li> </ul>	<p><b>Computing</b> (See Computing )</p>	<p><b>Electronics</b> (Linking to Science)</p> <ul style="list-style-type: none"> <li>- Design, create and make a board game that makes use of an electric circuit and at either a switch, buzzer or motor</li> <li>- Understand and use electrical systems in products</li> </ul>

<p><b>Computing</b></p>	<p><b>Computer Networks</b> We are App Planners</p> <ul style="list-style-type: none"> <li>- Understand computer networks including the internet: how they can provide multiple services, such as the web; and the opportunities they offer for communication and collaboration.</li> <li>- Use search technologies effectively, appreciate how results are selected and how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>- 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.</li> <li>- Work with... various forms of input and output.</li> </ul>	<p><b>Computational Thinking</b> We are Project Managers</p> <ul style="list-style-type: none"> <li>- Solve problems by decomposing them into smaller parts.</li> <li>- 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.</li> <li>- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>- Be discerning in evaluating digital content.</li> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Productivity</b> We are Market Researchers</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Communication/ Collaboration</b> We are Interface Designers</p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>- 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.</li> <li>- Be discerning in evaluating digital content.</li> <li>- Recognise acceptable/unacceptable behaviour</li> </ul>	<p><b>Programming</b> We are App Developers</p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>- 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.</li> </ul>	<p><b>Creativity</b> We are Marketers</p> <ul style="list-style-type: none"> <li>- Understand computer networks including the internet: how they can provide multiple services, such as the web; and the opportunities they offer for communication and collaboration.</li> <li>- Use search technologies effectively, appreciate how results are selected and how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>- 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.</li> <li>- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns</li> </ul>
-------------------------	---	---	--	---	--	---

						about content and contact.
<b>E-Safety</b>	<p><b>We are App Planners:</b></p> <ul style="list-style-type: none"> <li>- Pupils consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They become aware of some of the capabilities of these devices, including how they can be used to record and share location information; they consider some of the implications of this. They use search engines safely and effectively. The pupils could make use of their own tablets or smartphones in school, considering how they can do this safely and to good effect.</li> </ul> <p><b>We are Project Managers:</b></p> <ul style="list-style-type: none"> <li>- The pupils use online tools safely and effectively, considering how they can contribute positively to a shared project. Again, they use search engines safely and effectively. They may also make use of online content, respecting any copyright materials.</li> </ul> <p><b>We are Market Researchers:</b></p> <ul style="list-style-type: none"> <li>- The pupils show regard for the ethical and legal frameworks around conducting interviews and online surveys, such as the need to preserve anonymity and/or confidentiality. In conducting their research, the pupils need to act safely and responsibly, as well as showing respect for those participating in the research.</li> </ul> <p><b>We are Interface Designers:</b></p> <ul style="list-style-type: none"> <li>- The pupils need to think carefully about copyright in relation to both sourcing and creating their own digital content and user interface components for their apps.</li> </ul> <p><b>We are App Developers:</b></p> <ul style="list-style-type: none"> <li>- Pupils using their own or the school's tablets or smartphones for this unit need to consider how to do so safely and purposefully. Children participating in online communities for either of the development platforms here need to do so in a safe, responsible and respectful manner. The pupils should also think carefully about any safety implications of the apps they develop.</li> </ul> <p><b>We are Marketers:</b></p> <ul style="list-style-type: none"> <li>- In marketing their app, the pupils should consider the legal and ethical frameworks around advertising across different media. They should also think about the need to protect personal information about themselves and other members of their group when marketing their app. In creating websites for their apps, the pupils need to consider the e-safety implications for the site's users as well as themselves.</li> </ul>					
<b>R.E.</b>	<p><b>U2.2 Creation and Science; conflicting or complimentary?</b></p> <ul style="list-style-type: none"> <li>- Outline the importance of Creation on the timeline of the 'big story' of the Bible</li> <li>- Identify what type of text some Christians say Genesis 1 is, and its purpose</li> <li>- Suggest what Genesis 1 might mean, and compare ideas with ways in which Christians might interpret it</li> <li>- Make clear connections between Genesis 1 and Christian belief about God as Creator</li> </ul>	<p><b>U2.11 Why do some people believe in God and some people not? (C, NR)</b></p> <ul style="list-style-type: none"> <li>- Define the term 'theist' 'atheist' and 'agnostic' and give examples that reflect these beliefs</li> <li>- Identify and explain what religious and non-religious people believe about God</li> <li>- Give examples of reasons why people do or do not believe in God</li> <li>- Consider and weigh up different views on theism, agnosticism and atheism</li> <li>- Make clear connections between what people believe about God and the impact of this belief on how they live</li> </ul>	<p><b>U2.7 Why do Hindus want to be good?</b></p> <ul style="list-style-type: none"> <li>- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.</li> <li>- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</li> </ul>	<p><b>U2.5 What do Christians believe Christians did to 'save' people?</b></p> <ul style="list-style-type: none"> <li>- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit</li> <li>- Explain what Christians mean when they say that Jesus' death was a sacrifice</li> <li>- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper</li> </ul>	<p><b>U2.6 For Christians, what kind of king is Jesus?</b></p> <ul style="list-style-type: none"> <li>- Explain links between biblical texts and the concept of the kingdom of God</li> <li>- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> <li>- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>- Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today</li> </ul>	<p><b>U2.12 How does faith help people when life gets hard?</b></p> <ul style="list-style-type: none"> <li>- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>- Make clear connections between what people believe about God and how they respond to challenges in life</li> </ul>

	<ul style="list-style-type: none"> <li>- Show understanding of why many Christians find Science and faith go together</li> <li>- Identify key areas arising from their study of Genesis 1 and comment on how far these are helpful or just inspiring and why</li> <li>- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>- Give evidence and examples to show how Christians sometimes disagree about science and faith</li> <li>- Make connections between belief and behaviour, in pupil's own lives and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Give evidence and examples to show how Hindu's put their beliefs into practice in different ways</li> <li>- Make connections between Hindu beliefs studied and explain how and why they are important to Hindus</li> <li>- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</li> </ul>	<ul style="list-style-type: none"> <li>- Show how Christians put their beliefs into practice in different ways</li> <li>- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>- Articulate own responses to the idea of sacrifice, recognising different points of view</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>	<ul style="list-style-type: none"> <li>- Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ incarnation make a difference how someone lives</li> <li>- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> </ul>
<b>PSHE</b>	<p><b>We're All Stars!</b></p> <ul style="list-style-type: none"> <li>- Understand rights and responsibilities within the school</li> <li>- Know some of the things that help us in school to learn and play well together</li> <li>- Know that everyone has some skills and can name some examples</li> <li>- Have some strategies to cope with uncomfortable feelings and to calm myself when necessary</li> <li>- Engage in a discussion, offer own opinions and listen to others' views</li> <li>- Contribute to a debate</li> <li>- Understand that I can be a good example to younger children</li> </ul>	<p><b>Be Friendly, Be Wise</b></p> <ul style="list-style-type: none"> <li>- Understand that there are different types of friendships</li> <li>- Develop conflict resolution strategies</li> <li>- Manage my anger successfully</li> <li>- Develop strategies to prevent bullying (STOP)</li> <li>- Understand the principles of First Aid</li> <li>- Understand E-safety</li> </ul>	<p><b>Dear Diary</b></p> <ul style="list-style-type: none"> <li>- Know where to go for help</li> <li>- Know some ways of managing uncomfortable feelings</li> <li>- Understand the impact of a boost-up or put-down</li> <li>- Understand that sometimes friendships end</li> <li>- Recognise the relevance of forgiveness</li> <li>- Recognise ways of supporting each other</li> </ul>	<p><b>Daring To Be Different</b></p> <ul style="list-style-type: none"> <li>- Understand and respect others' opinions</li> <li>- Know how to agree or disagree with reasoning</li> <li>- Recognise and appreciate risky choices</li> <li>- Stand up for oneself and not always follow the crowd</li> <li>- Understand how to be assertive in the right way</li> <li>- Use a range of strategies to prevent bullying</li> </ul>	<p><b>Joining in And Joining Up</b></p> <ul style="list-style-type: none"> <li>- Be aware of anti-social behaviour and the consequences of crime</li> <li>- Know why we need rules and laws</li> <li>- Be aware of the legal system and local courts</li> <li>- Understand the process of voting and debating</li> <li>- Have a say in the school community</li> <li>- Work as a group to set goals and work on a project to raise money</li> </ul>	<p><b>Living Long, Living Strong</b></p> <ul style="list-style-type: none"> <li>- Explore the emotional and physical changes occurring in puberty</li> <li>- Understand male and female changes in more detail</li> <li>- Explore the impact of puberty on the body and the importance of physical hygiene</li> <li>- Explore ways to get support during puberty</li> <li>- Understand the concept of well-being</li> <li>- Know how to be an effective learner</li> <li>- Understand what makes people positive role models</li> </ul>
<b>Music (Charanga)</b>	<p><b>Happy</b></p> <ul style="list-style-type: none"> <li>- Describe the style indicators of the song/ music</li> </ul>	<p><b>Classroom Jazz 2</b></p> <ul style="list-style-type: none"> <li>- Describe the style indicators of the song/ music</li> </ul>	<p><b>A New Year Carol</b></p> <ul style="list-style-type: none"> <li>- Describe the style indicators of the song/ music</li> </ul>	<p><b>Glockenspiel Stage 2</b></p> <ul style="list-style-type: none"> <li>- Learn more complex rhythm patterns</li> </ul>	<p><b>You've Got a Friend</b></p> <ul style="list-style-type: none"> <li>- Describe the style indicators of the song/ music</li> </ul>	<p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise classical music</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe the structure of the song</li> <li>- Identify the instruments/ voices used in the song</li> <li>- Discuss the musical dimensions of the song</li> <li>- Sing in two parts</li> <li>- Play instrumental parts accurately and in time</li> <li>- Improvise in lessons and as part of the performance</li> <li>- Compose a melody using simple rhythms</li> <li>- Perform and share</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the structure of the song</li> <li>- Identify the instruments/ voices used in the song</li> <li>- Discuss the musical dimensions of the song</li> <li>- Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C</li> <li>- Improvise in Bacharach Anorak</li> <li>- Improvise in Blues style</li> <li>- Perform and share</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the structure of the song</li> <li>- Identify the instruments/ voices used in the song</li> <li>- Discuss the musical dimensions of the song</li> <li>- Describe the mood and the story told</li> <li>- Clap some rhythms used in the song</li> <li>- Sing in unison in the original Urban Gospel version</li> <li>- Perform and share</li> </ul>	<ul style="list-style-type: none"> <li>- Revise, play and read the notes C, D, E, F + G</li> <li>- Learn to play a range of tunes</li> <li>- Compose a new tune using a set of notes</li> <li>- Perform and share</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the instruments/ voices used in the song</li> <li>- Discuss the musical dimensions of the song</li> <li>- Singing in unison</li> <li>- Play instrumental parts</li> <li>- Improvise in lessons and as part of the performance</li> <li>- Compose a melody using simple rhythms and use as part of the performance</li> <li>- Perform and share</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to embed the foundations of interrelated dimensions of music using voices and instruments</li> <li>- Sing</li> <li>- Play instruments within the song</li> <li>- Improvise using voices and instruments</li> <li>- Compose</li> <li>- Share and perform</li> </ul>
<b>MFL French (Twinkl)</b>	<p style="text-align: center;"><b>Let's Visit a French Town (Y6)</b></p> <ul style="list-style-type: none"> <li>- Who lives where?</li> <li>- I go to school to learn</li> <li>- Where is the library?</li> <li>- Maths</li> <li>- Welcome to my home!</li> <li>- Ordinal numbers</li> </ul>	<p style="text-align: center;"><b>Let's Go Shopping (Y6)</b></p> <ul style="list-style-type: none"> <li>- Shopping conversations</li> <li>- At the shops</li> <li>- Clothes</li> <li>- French money</li> <li>- Shopping lists</li> <li>- A shopping experience</li> </ul>	<p style="text-align: center;"><b>This is France (Y6)</b></p> <ul style="list-style-type: none"> <li>- Neighbours</li> <li>- Distances</li> <li>- Directions</li> <li>- Paris</li> <li>- Famous French people</li> <li>- Nationalities</li> </ul>	<p style="text-align: center;"><b>All in a Day (Y6)</b></p> <ul style="list-style-type: none"> <li>- O'clock, half past, quarter past, quarter to</li> <li>- A.m. and p.m.</li> <li>- 5 minute intervals</li> <li>- 24 hour times</li> <li>- At the airport</li> <li>- The school week</li> </ul>	<p style="text-align: center;"><b>Revision</b></p>	
<b>PE</b>	To be covered by A4A.					