

Year 6 2023-2024	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Industrial Revolution</p>  <p>The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others. Before the Revolution, most people lived in small villages and worked on farms or made crafts or clothes in their homes. During the Revolution, people moved away from their villages to work in mines or factories in the cities.</p>	<p>Local Field Work</p>  <p>Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. Physical enquiries will look at natural landscapes, e.g. rivers or coasts and human enquiries will look at environments that are created by people, e.g. cities or tourist resorts.</p>	<p>Civil Rights</p>  <p>Slavery was officially outlawed in America in 1865 but this was far from the end of it. It would take many years and a great struggle to see black Americans treated in the same way as white Americans. In the 1950s and 1960s the Civil Rights Movement – led by Martin Luther King Jr – challenged white supremacy and African Americans, along with many white people, began an unprecedented fight for equality that spanned two decades.</p>	<p>Population</p>  <p>The human population is not spread evenly across the globe. Few people live in locations that are sparsely populated and densely populated places have many. As of February 2019, the total population of the world exceeds 7.71 billion people, and this number is continuing to grow each day. However, in some areas, growth is slowing or even declining.</p>	<p>Twentieth Century Conflict</p>  <p>The 20th century was the most fatal in recorded history. The total number of deaths caused by or associated with its wars has been estimated at 187 million, the equivalent of more than 10% of the world's population in 1913. Military conflict took place during every year of the 20th Century and there were only short periods of time that the world was free of war.</p>	<p>Globalisation</p>  <p>Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. It has increased the production of goods and services and has been taking place for hundreds of years, but has sped up enormously over the last half-century. Although globalisation is probably helping to create more wealth in developing countries - it is not helping to close the gap between the world's poorest countries and the world's richest.</p>

<p>English Writing</p>	<p>Dragonology Dugald Steer, Helen Ward and Douglas Carrel Non- Chronological Reports</p>	<p>'Clockwork Phillip Pullman Newspaper Reports Alternative Ending</p>	<p>Flood Alvaro F Villa Story Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling</p>	<p>Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling</p>	<p>Survival at 40°C Above by Debbie S. Miller Chronological Reports</p>	<p>Floodland: Marcus Sedgwick Recounts</p>
<p>Guided Reading Class Book</p>	<p>Fiction There's a Boy in the Girls' Bathroom by Louis Sachar</p>	<p>Fiction Street Child by Berlie Doherty</p>	<p>Fiction Journey to Jo-Burg by Beverley Naidoo</p>	<p>Fiction The Boy in the Striped Pyjamas by Jon Boyne</p>	<p>Fiction Oranges in No Man's Land by Elizabeth Laird</p>	<p>Fiction Wonder by R.J. Palacio</p>
<p>Y6 Maths</p>	<p>Power Maths Textbook A Place Value within 10,000,000 Four Operations (1) Four Operations (2)</p>	<p>Power Maths Textbook A Fractions (1) Fractions (2) (Geometry – position and direction)</p>	<p>Power Maths Textbook B Decimals Percentages Algebra</p>	<p>Power Maths Textbook B Measure – imperial and metric measures Measure – perimeter, area and volume Ratio and proportion</p>	<p>Power Maths Textbook C Geometry – properties of shape Statistics</p>	<p>Power Maths Textbook C Problem Solving</p>
<p>Science</p>	<p>Biology 'Diet and Lifestyle' I can identify and name the main parts of the human circulatory system.</p>	<p>Rising Star - Switched On 'Classifying Critters' I can decide on the best way to present evidence.</p>	<p>Rising Star - Switched On 'Let it Shine'</p>	<p>Rising Star - Switched On 'We're Evolving'</p>	<p>Rising Star - Switched On 'Electrifying'</p>	<p>Rising Star - Switched On 'We are Dinosaur Hunters'</p>

	<p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>I can interpret observations and use them to develop explanations.</p> <p>I can interpret observations and use them to develop explanations.</p>	<p>I can represent and report on findings.</p> <p>I can take accurate measurements.</p> <p>I can identify and manage variables in an investigation.</p> <p>I can present findings and conclusions from experiments.</p> <p>I can use secondary sources to answer questions.</p> <p>I can make observations and raise further questions to investigate.</p>	<p>I can collect and present data in a variety of ways.</p> <p>I can develop research skills and interpret data.</p> <p>I can recognise that observations can be used to support ideas.</p>	<p>I can present findings and conclusions.</p> <p>I can plan how to investigate an idea by managing variables.</p> <p>I can use results to make predictions and suggest further tests to conduct.</p>	<p>I can make accurate measurements.</p> <p>I can record and interpret results.</p> <p>I can use results to make predictions.</p> <p>I can make accurate observations.</p> <p>I can present and evaluate the findings from their enquiries.</p> <p>I can make detailed observations. I can decide if I agree with other people's results and ideas.</p> <p>I can explain what my observations show.</p>
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						I can say how good my evidence is and whether it needs more research.
History	Industrial Revolution		Civil Rights		Twentieth Century Conflict	
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)		Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)		Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)		Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)		Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)	
	Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)		Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)		Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	
	Make confident use of a variety of sources for independent research. (Historical enquiry)		Make confident use of a variety of sources for independent research. (Historical enquiry)		Make confident use of a variety of sources for independent research. (Historical enquiry)	
Describe a chronologically secure knowledge and understanding of British, local and world history, establishing		Describe a chronologically secure knowledge and understanding of British, local and world history, establishing		Describe a chronologically secure knowledge and understanding of British, local and world history, establishing		

	<p>clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
Geography		Local Fieldwork Make more detailed fieldwork		Population Know and describe where a variety of		Globalisation Understand and use a widening range of

		<p>sketches/diagrams. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use four figure grid references. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>		<p>places are in relation to physical and human features. (Locational knowledge)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>		<p>geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)</p>
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		<p>sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass, (Geographical skills and fieldwork)</p> <p>Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork)</p> <p>Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)</p> <p>Use the eight points of a compass, four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom</p>		<p>food, minerals and water. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p>		
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		<p>and the wider world. (Geographical skills and fieldwork)</p> <p>Measure straight line distances using the appropriate scale. (Geographical skills and fieldwork)</p> <p>Use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)</p>				
<p>Computing</p> <p>Teach Computing</p>	<p>Computing systems and networks – communication</p> <p>In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.</p>		<p>Creating media – 3D modelling</p> <p>During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which</p>		<p>Data and Information - Spreadsheets</p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will</p>	

			<p>include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>		<p>create graphs and charts, and evaluate their results in comparison to questions asked.</p>	
<p>Design Technology</p>		<p>Create a Christmas Cam Toy</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>		<p>Designing and Creating in 3D a House of the Future</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through</p>		<p>Designing and Making a Healthy Oat Bar with Packaging</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)</p> <p>Use information on food labels to inform choices. (Cooking and Nutrition)</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her . (Cooking and Nutrition)</p>

		<p>and computer aided design. (Processes)</p> <p>Use technical knowledge accurate skills to problem solve during the making process. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and</p>		
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<p>Music</p>		<p><u>Hey, Mr Miller</u></p> <p>Compose a syncopated melody using the notes of the C major scale.</p>		<p><u>You to me are everything. (3 weeks)</u></p> <p>Recognise and identify key musical features such as rhythm, tempo, timbre,</p>		<p><u>Nobody knows (The Lumineers).</u></p> <p>Compose a short song on the theme of leavers.</p> <p>Sing with expression and accuracy of rhythm and pitch.</p>

		<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>		<p>structure, and instruments.</p> <p>Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p><u>Building a groove. (3 weeks)</u></p> <p>Compose groove-based pieces understanding how drum grooves and bass lines fit together.</p> <p>Perform in a vocal percussion style.</p> <p>Play drum patterns, basslines and riffs as part of a group.</p> <p>Listen and copy drum patterns and riffs</p>		<p>Play chords to accompany the song.</p> <p>Recognise the instruments used in the song and identify the way the texture develops.</p>
<p>PSHE and SMSC</p>	<p>Me and My Relationships</p> <p>To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and</p>	<p>Valuing Difference That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see</p>	<p>Keeping Myself Safe Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of</p>	<p>Rights and Responsibilities</p> <p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not</p>	<p>Being My Best</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for</p>	<p>Growing and Changing</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise how images in the media (and online) do not</p>

	<p>support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise and respond appropriately to a wider range of feelings in others. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to</p>	<p>'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To recognise different types of relationships, including those between</p>	<p>images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise that they may experience conflicting emotions and when</p>	<p>always reflect reality and can affect how people feel about themselves.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise the role of voluntary, community and pressure groups,</p>	<p>improvement, set high aspirations and goals.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p>	<p>always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and</p>
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	<p>get support for them self or others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p>	<p>acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes</p>	<p>they might need to listen to, or overcome these.</p>	<p>especially in relation to health and wellbeing.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different</p>		<p>when it is right to 'break a confidence' or 'share a secret'. About human reproduction.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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				situations and how to take part in making and changing rules.		
RE	<p>Why do Hindus want to be good?</p> <p>I can explain the key concepts of Hinduism.</p> <p>I can understand the Hindu belief of reincarnation.</p> <p>I can understand the Hindu concept of karma.</p> <p>I can consider how Hindu beliefs impact how they live.</p> <p>I can research the life of Gandhi.</p> <p>I can answer the question: Why do Hindus want to be good?</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>I can learn facts about Muslims in Britain today.</p> <p>I can understand the meaning of the Five Pillars.</p> <p>I can create Islamic art, using geometric patterns.</p> <p>I can understand Hajj. I can understand the Qu'ran.</p> <p>I can understand the architecture of a mosque.</p>	<p>Why is the Torah so important to Jewish people?</p> <p>I can recognise different Jewish communities.</p> <p>I can state what Jews believe about God.</p> <p>I can understand messages in the Torah.</p> <p>I can learn about the significance of the Torah.</p> <p>I can understand Jewish Kosher.</p> <p>I can understand Jewish law.</p>	<p>What matters most to Humanists and to Christians?</p> <p>I can explain the difference between good and bad actions.</p> <p>I can understand the meaning of a conscience.</p> <p>I can define what a Humanist is.</p> <p>I can consider what values matter most to Christians.</p> <p>I can consider the importance of different values and give my own opinion.</p> <p>I can explore the agreements and disagreements about values between Humanists and Christians.</p>	<p>Why do some people believe in God and some people not?</p> <p>I can recognise how many people believe in God.</p> <p>I can question if God is real. I can question why people believe in God.</p> <p>I can explore the debate around science and God.</p> <p>I can consider how beliefs affect actions.</p> <p>I can explore the Big Question: Is God real?</p>	<p>How does faith help people when life gets hard?</p> <p>I can begin to explore what happens after we die.</p> <p>I can consider the existence of a soul.</p> <p>I can explore the concept of judgement by a higher being.</p> <p>I can explore Christian and Muslim views on life after death.</p> <p>I can compare Christian, Muslim and Hindu views on life after death.</p> <p>I can consider Humanist's views on death.</p>
	PE	Tag Rugby	Netball	<p>Gymnastics / Dance</p> <p>When planning activities and actions, take into</p>	<p>OAA and Athletics</p> <p>Perform a drop kick.</p>	<p>Kick Boxing, Healthy Lifestyle and Nutrition</p>

	<p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p>	<p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p>account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p>Perform a basketball dribble.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p>	<p>Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer</p> <p>Identify how different food should be eaten for nutritional purposes</p> <p>Explain the effect that high cholesterol has on the human body</p> <p>Understand that endorphins are released during exercise and that these are linked with happiness</p> <p>Explain the different parts of sleep and why this is important for the body Using scientific vocabulary, explain what happens to our bodies during and after exercise</p> <p>Explain the difference between good bacteria and bad bacteria</p>	<p>Top Ups Strike a ball with a range of bats for accuracy and distance.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Have a reasonable knowledge of the water safety code.</p>
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					Explain the various aspects of mental health	
Spanish	<p>Azul</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Begin to use some adverbs.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p>	<p>Azul</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p>	<p>Azul</p> <p>Create his/her own sentences using knowledge of basic sentence structure. Understand how to use some adverbs in sentences.</p>	<p>Azul</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p>	<p>Azul</p> <p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Know how to conjugate a range of high frequency verbs.</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>	<p>Azul</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p>
Curriculum Enrichment Activity						