

YEAR OVERVIEW 2019-20 for YEAR 6

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
Literacy	<p>Tasks linked to writing assessment grid (3 week)</p> <p>Descriptive Poetry with stimuli (3 weeks)</p> <p>Non-fiction: Reports (Science) (2 weeks)</p> <p>Cross Curricular Links- History-Ancient Egypt Science – living things and their habitats</p>	<p>Non-fiction: Reports cont. (Science) (1 week)</p> <p>Narrative: Sci-fi (4 weeks)</p> <p>Non-fiction: Explanation/ report Science experiment (2 weeks)</p> <p>Cross Curricular Science – living things and their habitats Science – Animals including humans</p>	<p>Non-fiction: Science experiment cont (2 weeks)</p> <p>Introduction to Myths and legends (1 week)</p> <p>Non-fiction: Newspaper report (3 weeks)</p> <p>Cross Curricular Links- History - Ancient Greece, Science – Animals including humans</p>	<p>Narrative: Myths and legends (5 weeks)</p> <p>Cross Curricular Links- Ancient Greece,</p>	<p>SATS week (1 week)</p> <p>Non-fiction: Discussion Linked to current affairs debate and whole school debate (5 weeks)</p> <p>Cross curricular – PSHE / British Values</p>	<p>Non-fiction: Recount (first Y6 trip) (3 weeks)</p> <p>Geography focus (4 weeks)</p> <p>Cross curricular – PSHE / British Values</p>
	Numeracy	<p>Place value (3 weeks)</p> <p>Addition,</p>	<p>Fractions (Including decimals & %) (5 weeks)</p>	<p>Fractions (decimals and percentages) (2 weeks)</p>	<p>Ratio and Proportion (1 week)</p> <p>Statistics</p>	<p>Problem solving (through SATS paper learning) (5 weeks)</p>

	<p>Subtraction, Multiplication & Division – formal written methods and word problems (4 weeks)</p> <p>Addition, Subtraction, Multiplication & Division – factors, multiples, prime numbers, square and cube numbers (1 week)</p>	<p>Position and directions (2 weeks)</p>	<p>Algebra (including missing number probs etc) (2 weeks)</p> <p>Measurement metric and imperial, perimeter, area and volume (2 weeks)</p>	<p>(1 week)</p> <p>Properties of shape Angles and 2D/3D (2 weeks)</p> <p>Problem solving (through SATS paper learning) (1 week)</p>		<p>PSHE</p> <p>Dragon's den practical D&T/ maths</p>
Curriculum Coverage Y5/Y6	Place value	Addition, Subtraction, Multiplication & Division	Properties of Shapes	Measurement	Fractions (Including decimals & %)	Ratio and Proportion
	<ul style="list-style-type: none"> ❖ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. ❖ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. ❖ <u>Round any whole number to a required degree of accuracy.</u> 	<ul style="list-style-type: none"> ❖ Add and subtract whole numbers with more than 4 digits. ❖ Add and subtract whole numbers with more than 4 digits including using formal written methods. ❖ <u>Multiply multi-digit numbers up to 4 digits by a two-digit number.</u> ❖ Multiply multi-digit numbers up 	<ul style="list-style-type: none"> ❖ Identify and draw 2-D shapes using given dimensions and angles. ❖ Identify, recognise, describe and h simple 3-D shapes including making nets. ❖ <u>Compare and classify geometric shapes based on their properties and</u> 	<ul style="list-style-type: none"> ❖ Solve problems involving calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ❖ <u>Use, read, write and convert between standard units, (km-m,cm-m,cm-mm,g-kg,l-ml) converting</u> 	<ul style="list-style-type: none"> ❖ Use common factors to simplify fractions; use common multiples to express fractions in the same denominator. ❖ Compare and order fractions, including fractions >1 and fractions whose denominator are all multiples of the same number. ❖ Identify, name and write 	<ul style="list-style-type: none"> ❖ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. ❖ <u>Solve problems involving the calculation of percentages and the use of percentages for comparison.</u> ❖ Solve problems

	<p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000.</p> <ul style="list-style-type: none"> ❖ <u>Use negative numbers in context and calculate across zero.</u> ❖ Solve number and practical problems that involve all of the above. ❖ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>to 4 digits by a two digit whole number using the formal written method of long multiplication.</p> <ul style="list-style-type: none"> ❖ <u>Divide numbers up to 4 digits by a two-digit number and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</u> ❖ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. ❖ Perform mental calculations, including with mixed operations and large numbers and all 4 	<p>sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <ul style="list-style-type: none"> ❖ Illustrate and name parts of a circle, including radius, diameter and circumferences and know that the diameter is twice the radius. ❖ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. ❖ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ❖ Draw given angles, and measure them in degrees. ❖ Identify: angles at a point and one whole turn, angles at a point on a straight line and $\frac{1}{2}$ turn, other 	<p>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.</p> <ul style="list-style-type: none"> ❖ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints and miles to kilometres. ❖ Solve problems involving converting between units of time. ❖ Use all four operations to solve problems involving measure [for example length, mass, volume, money] using decimal notation including scaling. ❖ Measure and calculate the perimeter of 	<p>equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <ul style="list-style-type: none"> ❖ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements .1 as a mixed number. ❖ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. ❖ Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{3} \div \frac{2}{2} = \frac{1}{6}$] ❖ Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. ❖ Identify the value of each digit in 	<p>involving similar shapes where the scale factor is known or can be found.</p> <ul style="list-style-type: none"> ❖ <u>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</u> <p>Algebra (1 week)</p> <ul style="list-style-type: none"> ❖ <u>Use simple formulae.</u> ❖ Generate and describe linear number sequences. ❖ Express missing number problems algebraically ❖ Find pairs of numbers that satisfy an equation with two unknowns. ❖ Enumerate possibilities of combinations of two variables.
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	<ul style="list-style-type: none"> ❖ Identify common factors, common multiples and prime numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. ❖ Use their knowledge of the order of operations to carry out calculations involving four operations. ❖ <u>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</u> ❖ Solve problems involving addition, subtraction, multiplication and division and a combination of these including the meaning of the equals sign ❖ Recognise and use square numbers and 	<ul style="list-style-type: none"> ❖ multiples of 90. ❖ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Position and directions (1 week)</p> <ul style="list-style-type: none"> ❖ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. ❖ <u>Describe positions on the full coordinate grid (all four quadrants)</u> ❖ Draw and translate simple shapes on the coordinate plane and reflect them in the axes. 	<ul style="list-style-type: none"> composite rectilinear shapes in cm and m. ❖ Estimate the area of irregular shapes. ❖ 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 squares, parallelograms and triangles. ❖ Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³) and extending to other units 	<p>numbers given to three decimal place and multiply and divide numbers by 10, 100, 1000 giving answers up to three decimal places.</p> <ul style="list-style-type: none"> ❖ Multiply one-digit numbers with up to two decimal places by whole numbers. ❖ <u>Use written division methods in cases where the answer has up to two decimal places.</u> ❖ <u>Solve problems which require answers to be rounded to specified degrees of accuracy.</u> ❖ <u>Recall and use equivalences between simple fractions, decimals and percentages including different contexts.</u>
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		<p>cube numbers and the notation for squared and cubed.</p> <ul style="list-style-type: none"> ❖ Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes. ❖ Solve problems involving multiplication and division including scaling by simple fraction and problems involving simple rates. ❖ <u>Use estimation to check answers and determine in the context of a problem an appropriate degree of accuracy</u> 	<p>Statistics (1 week)</p> <ul style="list-style-type: none"> ❖ <u>Interpret pie charts and line graphs and use these to solve comparison, sum and difference problems.</u> ❖ Construct pie charts and line graphs ❖ <u>Calculate and interpret the mean as an average</u> Complete, read and interpret information in tables including time tables. 			
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<p>Calc</p> <p>based on KIRF grid</p>	<p>Know the two-place decimal complements of 1.</p> <p><i>Ma2/2.2b related</i></p> <p>1 lesson per week KIRF 1 lesson countdown calculation 1 lesson Sands of Time 2 arithmetic based on SATS style</p>	<p>Use all multiplication and division facts for times tables to 12 x 12 to derive x and ÷ of small multiples of 10 and 100 (e.g. 30 x 900; 8,100 ÷ 9).</p> <p><i>Ma4/2.3a related</i></p> <p>1 lesson per week KIRF 1 lesson countdown calculation 1 lesson Sands of Time 2 arithmetic based on SATS style</p>	<p>Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths.</p> <p><i>Ma6/2.3k</i></p> <p>1 lesson per week KIRF 1 lesson Sands of Time 2 arithmetic based on SATS style 1 lesson reasoning SATS style</p>	<p>Know the doubles and halves of all multiples of 100 to 10,000.</p> <p>Know the prime numbers within 50.</p> <p><i>Ma6/2.2e</i> <i>Ma2/2.2b related</i></p> <p>1 lesson per alternate week KIRF 2 arithmetic based on SATS style 1/2 lesson reasoning SATS style</p>	<p>SATS focus</p> <p>2 arithmetic based on SATS style 3 lesson reasoning SATS style</p>	<p>Know the square roots of square numbers to 15 x 15.</p> <p><i>Ma5/2.3h related</i></p> <p>1 lesson per week KIRF</p> <p>Alternate maths focus</p>
<p>Science</p> <p><u>Curriculum Links across year:</u></p> <p>Sc6/1.1 Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling</p>	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying 	<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the 	<p>Light Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 to our eyes 	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram 	<p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and 	

<p>variables where necessary Sc6/1.2 Taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc6/1.3 Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc6/1.4 Using test results to make predictions to set up further comparative and fair tests Sc6/1.5 Using simple models to describe scientific ideas Sc6/1.6 Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral</p>	<p>plants and animals based on specific characteristics</p> <p>Support</p> <ul style="list-style-type: none"> • I know that animals can be grouped into mammals, reptiles, birds, fish and amphibians. • I can describe the habitats in which different animals and plants are found. <p>Expectations</p> <ul style="list-style-type: none"> • I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics. <p>Challenge</p> <p>I can explain how living things are</p>	<p>ways in which nutrients and water are transported within animals, including humans</p> <p>Expectations</p> <ul style="list-style-type: none"> • I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which 	<p>or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Support</p> <ul style="list-style-type: none"> • I identify sources of light, materials that transmit light and materials that reflect light. • I can explain the importance of light in the world around me. <p>Expectations</p> <ul style="list-style-type: none"> • I can recognise that light appears to travel in straight lines • I can 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 • I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our 	<p>Support</p> <ul style="list-style-type: none"> • I can identify common appliances that run on electricity • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • I can recognise some common conductors and insulators, and associate metals with being good conductors. <p>Expectations</p> <ul style="list-style-type: none"> • I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • I can 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. • I can use recognised symbols when representing a simple circuit in a diagram. <p>Challenge</p> <p>I can describe how voltage changes in a series and parallel circuit.</p> <p>Curriculum Links:</p> <p>Sc6/4.2a Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>	<p>are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Expectations</p> <ul style="list-style-type: none"> • I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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<p>and written forms such as displays and other presentations Sc6/1.7 Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>adapted to different habitats. Curriculum Links: Sc6/2.1a Living Things & their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Sc6/2.1b Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Cross Curricular Links- Literacy-reports</p>	<p>nutrients and water are transported within animals, including humans. Challenge • I can describe the process of respiration. • I can list the nutrients that need to be in our blood and explain how they get there.</p> <p>Curriculum Links: Sc6/2.2a Animals inc Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Cross Curricular Links- Literacy-Explanation texts</p>	<p>eyes • I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Challenge • I can explain how the human eye works. • I can explain the dispersion of light. • I can describe how some transparent materials bend light rays. I am beginning to talk about light as a wave – moving energy from one place to another.</p> <p>Curriculum Links: Sc6/4.1a Light Recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c Explain that we see things because light travels from light sources to our eyes or from light sources to objects</p>	<p>Sc6/4.2b 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 Sc6/4.2c Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Challenge • I can describe variation between individuals of difference species • I can describe variation between individuals within a species • I can explain how variation leads to competition which can drive adaptation • I understand that changes in the environment that leave some species less well adapted to compete successfully and reproduce.</p> <p>Curriculum Links: Sc6/2.3a Evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
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			<p>and then to our eyes</p> <p>Sc6/4.1d Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Cross Curricular Links- Literacy – Theseus and the Minotaur</p>			<p>Sc6/2.3c Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p>Art</p>	<p>Making Egyptian masks</p> <p>Drawing – Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Painting – Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form - Make a mould and use plaster safely. Create sculpture and constructions with</p>	<p>Making Canopic jars</p> <p>Drawing - Develop ideas using different or mixed media, using a sketchbook.</p> <p>Painting - Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently.</p> <p>3 D form -Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.</p> <p>Curriculum Links:</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Subject rotation</p> <p>Focus on Design & Technology</p>	<p>Subject rotation</p> <p>Focus on Design & Technology</p>	<p>SATs</p> <p>Focus on Core Subjects</p>	<p>Subject rotation</p> <p>Focus on Design & Technology</p>

	<p>increasing independence.</p> <p>Curriculum Links: Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Cross Curricular Links- History- Ancient Egypt</p>				
DT	<p>Subject rotation</p> <p>Focus on Art & Design</p>	<p>Subject rotation</p> <p>Focus on Art & Design</p>	<p>Making Greek sandals</p> <p>DT2/1.1a Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b Make select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a Evaluate investigate and analyse a range of existing products</p> <p>DT2/1.3b Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Making model volcanoes</p> <p>DT2/1.4a Technological Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b Technological Knowledge understand and use mechanical systems in their products</p> <p>DT2/1.4c Technological Knowledge understand and use electrical systems in their products</p> <p>DT2/1.4d Technological Knowledge apply their understanding of computing to programme, monitor and control their products.</p>	<p>Food around the world</p> <p>DT2/2.1a Cooking & Nutrition understand and apply the principles of a healthy and varied diet. Make a 'sugar' display</p> <p>DT2/2.1b Cooking & Nutrition cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c Cooking & Nutrition become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c Cooking & Nutrition</p>

			Cross Curricular Links- History-Ancient Greece		Cross Curricular Links- Geog.-Natural disasters Computing-Spread sheets	understand the source, seasonality and characteristics of a broad range of ingredient Cross Curricular Links- PSHE-Keeping Healthy
PE	Gymnastics PE2/1.1c Gymnastics develop flexibility, strength, technique, control and balance	Dance PE2/1.1d Dance perform dances using a range of movement patterns (imoves) Egyptian Dance Cross Curricular Links- History Egyptians	Basketball PE2/1.1a Key Skills use running, jumping, throwing and catching in isolation and in combination PE2/1.1b Games play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Athletics PE2/1.1a Key Skills use running, jumping, throwing and catching in isolation and in combination Finish with Ancient Greek Style Olympics using skills learnt over term Cross Curricular Links- History Ancient Greeks	Core Skills (bench ball, dodgeball, kick rounders) PE2/1.1a Key Skills use running, jumping, throwing and catching in isolation and in combination	Rounders PE2/1.1a Key Skills use running, jumping, throwing and catching in isolation and in combination PE2/1.1b Games play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Outdoor / Adventure PE2/1.1e Outdoor /Adventurous take part in outdoor and adventurous activity challenges both individually and within a team

<p>Geog</p>					<p>Natural disasters</p> <p>Ge2/1.3a Human & Physical Geography</p> <p>describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Sustainability</p> <p>Ge2/1.3b Human & Physical Geography</p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4a Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 sketch maps, plans and graphs, and digital technologies.</p>
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<p>History</p>	<p>Ancient Civilizations</p> <p>Hi2/2.3 Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Know key dates, characters and events of time studied • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered from several sources together in a fluent account <p>Cross Curricular Links: DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <ul style="list-style-type: none"> • How were the pyramids built? 	<p>Ancient Greece</p> <p>Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Know key dates, characters and events of time studied • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered from several sources together in a fluent account <p>Cross Curricular Links: DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <ul style="list-style-type: none"> • How has Greek architecture influenced modern buildings? 	<p>SATs</p> <p>Focus on Core Subjects</p>	<p>Humanities rotation</p> <p>Focus on Geography</p>
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<p>Computing</p>	<p>Strand 3: Communicating data and information</p> <p>3.5: How do I search safely and effectively?</p> <p>Researching for Science Report on insects</p> <p><u>Curriculum Links:</u></p> <p>Co2/1.7</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Links- PSHE</p>	<p>Strand 2: Communicating multimedia</p> <p>2.6: What makes a good film? – focus Prince of Egypt (Disney)</p> <p>Making story boards for own version of film.</p> <p>Cross Curricular Links- History – Egyptians</p>	<p>Strand 2: Communicating multimedia</p> <p>2.6: How do I create a radio advert?</p> <p>Strand 1: communicating text and images</p> <p>1.6: How do I use the computer as a designer?</p> <p>Plan Greek sandals using computers</p> <p>Create radio advert to advertise own Greek sandals</p> <p>Cross Curricular Links- DT – Designing Greek sandals</p> <p>Cross Curricular Links- Literacy – Persuasive writing</p>		<p>Strand 5: Programming B</p> <p>5.5 How to create maths games in scratch</p> <p>(Create own game – escape the volcano type link)</p> <p>Strand 3: Communicating data and information</p> <p>3.6 Why do we use spreadsheets?</p> <p>Cross Curricular Links- Geography – Natural disasters</p>	<p>Strand 1: Communicating text and images</p> <p>1.4 How do I use a computer as an artist?</p> <p>Design and create own leavers powerpoint</p> <p>Cross Curricular Links- PSHE transition</p>
<p>PSHE (inc Brit Values)</p>	<p>New Beginnings</p> <p>Feelings and making the right choice</p> <p>Targets for Y6</p> <p>Individual Liberty</p>	<p>Say No to Bullying</p> <p>Anti-bullying posters</p> <p>Mutual respect</p>	<p>Getting on & Falling out</p> <p>Conflict in school and home</p> <p>Rule of law</p>	<p>Going for Goals</p> <p>SATS linked targets and looking forward to Y7</p> <p>Individual Liberty</p>	<p>Good to be me</p> <p>Personal successes and achievements</p> <p>Individual Liberty</p>	<p>Relationships</p> <p>Stereotyping</p> <p>Awareness</p> <p>Puberty</p> <p>Mutual respect</p>

<p>MFL</p> <p><u>Curriculum links across all lessons:</u></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>17: Personal descriptions</p> <p>Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type. Be able to understand and describe eye colour.</p> <p>18: Personal descriptions 2</p> <p>Revise parts of the face and adjectival agreements. Be able to understand and describe size. Be able to pronounce words with the 'r' sound accurately.</p> <p>19: Celebrity descriptions</p> <p>Be able to describe someone else using the third person. Be able to use adjectives correctly in a sentence. Enjoy a traditional story.</p>	<p>20: Little red riding hood Enjoy a traditional story.</p> <p>Be able to memorise part of a story and recite a tongue twister in French. Be able to pronounce words with the 'ch' sound accurately.</p> <p>21: Family Learn words for family members.</p> <p>Start to recognise different words for 'my' in French. Be able to ask and answer the question Tu as des frères ou des sœurs?</p>	<p>April fool's day Learn about the origins of the April's Fools Day tradition in France. Compare the way April Fool's day is celebrated in the UK and France. Design their own 'poissons d'avril'.</p> <p>22: Possessive adjectives Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.</p> <p>23: Dictionary skills and pronunciation Revise the different words for 'my' in French (possessive adjectives). Improve dictionary skills. Learn how to pronounce the phoneme 'eu' correctly.</p> <p>24: Clothes Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question Que portes-tu?</p> <p>25: Clothes and colours Revise words for clothing and colours. Use colours to describe clothing with correct adjectival agreements. Understand and write a short description of an outfit.</p>	<p>26: The hedgehog story Enjoy a simple story about clothing. Understand aural descriptions of clothing. Remember words for clothing.</p> <p>27: Talk4Writing and revision Memorise and present a short spoken text. Revise food and giving opinions with reasons. Find out about the lack of uniforms in France and give opinions about uniform.</p>	<p>28: Revision Revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family.</p> <p>29: Assessments Complete an assessment in the different language skills.</p> <p>30: Food project Learn about different types of French food and drink and where they are from. Test out French food/drink and conduct survey.</p>
<p>RE</p>	<p>Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn</p>		<p>Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of</p>	<p>Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and</p>	

	<p>by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist,</p> <p>Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2) <input type="checkbox"/> linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2) <input type="checkbox"/> linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3) 	<p>tolerance and respect? All the religions and beliefs of Sheffield.</p> <p>Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2) <input type="checkbox"/> linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) <input type="checkbox"/> list and describe similarities and differences between the ways different communities show that they belong (C1) <input type="checkbox"/> linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) <input type="checkbox"/> discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2) 	<p>the importance of the environment? Jewish, Christian, Muslim.</p> <p>Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1) <input type="checkbox"/> apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3) <input type="checkbox"/> write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3)
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