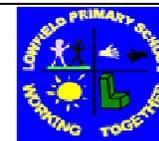


## Year 6 Writing Overview 2017-2018



Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>Literacy</b>	<p>Tasks linked to writing assessment grid (3 week)</p> <p>Descriptive Poetry with stimuli (3 weeks)</p> <p>Non-fiction: Diaries and Journals (2 weeks)</p> <p>Cross Curricular Links- History- Ancient Egypt</p>	<p><b>Narrative:</b> Mystery / Adventure (History) (4 weeks)</p> <p>Non-fiction: Reports (Science) (3 weeks)</p> <p>Cross Curricular Links- History- Ancient Egypt</p>	<p><b>Narrative:</b> Myths and legends (3 weeks)</p> <p>Non-fiction: Science experiment (3 weeks)</p> <p>Cross Curricular Links- Ancient Greece, Science</p>	<p>Non-fiction: Newspaper report (5 weeks)</p> <p>Cross Curricular Links- Ancient Greece,</p>	<p>Non-fiction: letter of complaint (3 weeks)</p> <p>Non-fiction: Recount (3 weeks)</p> <p>Cross Curricular Links- Geography- Natural disasters Trips/Eid</p>	<p>Geography focus</p>

# Year 6 Foundation Subjects Overview 2016-2017



Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<p style="text-align: center;"><b>Science</b></p>	<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <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 micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Support</b></p>	<p><b>Animals including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name 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 their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Light</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Electricity</b> Pupils should be taught to:</p> <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> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>I can identify common appliances that run on electricity</li> <li>I can construct a simple series electrical circuit, identifying</li> </ul>		<p><b>Evolution and inheritance</b> Pupils should be taught to:</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>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>I can recognise that living things have changed over time and that</li> </ul>

<ul style="list-style-type: none"> <li>• I know that animals can be grouped into mammals, reptiles, birds, fish and amphibians.</li> <li>• I can describe the habitats in which different animals and plants are found.</li> </ul> <p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• I can give reasons for classifying plants and animals based on specific characteristics .</li> </ul> <p><b>Challenge</b></p> <p>I can explain how</p>	<ul style="list-style-type: none"> <li>• I know that animals can be grouped into mammals, reptiles, birds, fish and amphibians.</li> <li>• I can describe the habitats in which different animals and plants are found.</li> </ul> <p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• I can give reasons for classifying plants and animals based on specific characteristics .</li> </ul> <p><b>Challenge</b></p> <p>I can explain how</p>	<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• I can describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• I can</li> </ul>	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• I identify sources of light, materials that transmit light and materials that reflect light.</li> <li>• I can explain the importance of light in the world around me.</li> </ul> <p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• I can recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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 eyes</li> </ul>	<p>and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• I can use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Challenge</b></p> <p>I can describe how voltage changes in a series and parallel circuit.</p>	<p>fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>• I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• I can describe variation between individuals of difference species</li> <li>• I can describe variation between individuals within a species</li> <li>• I can explain how variation leads to competition which can drive adaptation</li> <li>• I understand that changes in the environment that leave some species less well adapted</li> </ul>
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	<p>living things are adapted to different habitats.</p>	<p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <ul style="list-style-type: none"> <li>• I can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• I can describe the process of respiration.</li> <li>• I can list the nutrients that need to be in our blood and explain how they get there.</li> </ul> <p><b>Cross Curricular Links- Literacy- Explanation texts</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• I can explain how the human eye works.</li> <li>• I can explain the dispersion of light.</li> <li>• I can describe how some transparent materials bend light rays.</li> </ul> <p>I am beginning to talk about light as a wave - moving energy from one place to another.</p> <p><b>Cross Curricular Links- Literacy- Report texts</b></p>		<p>to compete successfully and reproduce.</p>
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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<p><b>Art &amp; Design</b></p>	<p><b>Making Egyptian masks</b></p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>Drawing -</b> 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><b>Painting -</b> 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><b>3 D form -</b> Make a mould and use plaster safely. Create sculpture and</p>	<p><b>Making Canopic jars</b></p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>Drawing -</b> Develop ideas using different or mixed media, using a sketchbook.</p> <p><b>Painting -</b> 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><b>3 D form -</b>Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence.</p>	<p><b>Subject rotation</b></p> <p><b>Focus on Design &amp; Technology</b></p>	<p><b>Subject rotation</b></p> <p><b>Focus on Design &amp; Technology</b></p>	<p><b>SATs</b></p> <p><b>Focus on Core Subjects</b></p>	<p><b>Subject rotation</b></p> <p><b>Focus on Design &amp; Technology</b></p>

	constructions with increasing independence.	Cross Curricular Links- History- Ancient Egypt				
	Cross Curricular Links- History- Ancient Egypt					

Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>Design &amp; Technology</b>	<p>Subject rotation</p> <p>Focus on Art &amp; Design</p>	<p>Subject rotation</p> <p>Focus on Art &amp; Design</p>	<p><b>Making Greek sandals</b></p> <p><b>DT2/1.1a Design</b> 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><b>DT2/1.1b Design</b> 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><b>DT2/1.2a Make</b> select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p><b>DT2/1.2b Make</b> 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><b>DT2/1.3a Evaluate</b> investigate and analyse a range of existing products</p> <p><b>DT2/1.3b Evaluate</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p style="color: green;">Cross Curricular Links- History-Ancient</p>		<p><b>Making model volcanoes</b></p> <p><b>DT2/1.4a Technological Knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>DT2/1.4b Technological Knowledge</b> understand and use mechanical systems in their products</p> <p><b>DT2/1.4c Technological Knowledge</b> understand and use electrical systems in their products</p> <p><b>DT2/1.4d Technological Knowledge</b> apply their understanding of computing to programme, monitor and control their products.</p>	<p><b>Food around the world</b></p> <p><b>DT2/2.1a Cooking &amp; Nutrition</b>  understand and apply the principles of a healthy and varied diet Make a 'sugar' display</p> <p><b>DT2/2.1b Cooking &amp; Nutrition</b>  cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p><b>DT2/2.1c Cooking &amp; Nutrition</b>  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><b>DT2/2.1c Cooking &amp; Nutrition</b>  understand the source, seasonality and characteristics of a broad range of</p>

			Greece Computing-Designing	Cross Curricular Links- Geog.-Natural disasters Computing-Spread sheets	ingredient  Cross Curricular Links- PSHE-Keeping Healthy
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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
Geography	<p>Humanities rotation</p> <p>Focus on History</p>	<p><b>Natural disasters</b></p> <p><b>Ge2/1.3a Human &amp; Physical Geography</b></p> <p>describe and understand key aspects of physical geography, including volcanoes and earthquakes</p> <p><b>Ge2/1.4a Geographical Skills and Fieldwork</b></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</p>	<p><b>Sustainability</b></p> <p><b>Ge2/1.3b Human &amp; Physical Geography</b></p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p><b>Ge2/1.4a Geographical Skills and Fieldwork</b></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 <b>human</b> 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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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>History</b>	<p><b>Ancient Civilizations</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence events on a time line</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Know key dates, characters and events of time studied</li> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> <li>• Recognise primary and secondary sources</li> </ul>		<p><b>Ancient Greece</b></p> <p><b>Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world</b></p> <ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence events on a time line</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Know key dates, characters and events of time studied</li> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>		<p>SATs</p> <p>Focus on Core Subjects</p>	<p>Humanities rotation</p> <p>Focus on Geography</p>

	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul> <p><b>Cross Curricular Links:</b>  <b>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</b></p> <ul style="list-style-type: none"> <li>• How were the pyramids built?</li> </ul>	<p><b>Cross Curricular Links:</b>  <b>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</b></p> <ul style="list-style-type: none"> <li>• How has Greek architecture influenced modern buildings?</li> </ul>		
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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>Computing</b>	<p><b>Strand 3: Communicating data and information</b></p> <p>3.5: How do I search safely and effectively?</p> <p><b>Co2/1.7</b></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><b>Cross Curricular Links- PSHE</b></p>	<p><b>Strand 2: Communicating multimedia</b></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><b>Cross Curricular Links- Literacy - Egyptian narratives</b></p>	<p><b>Strand 2: Communicating multimedia</b></p> <p>2.6: How do I create a radio advert?</p> <p><b>Strand 1: communicating text and images</b></p> <p>1.6: How do I use the computer as a designer?</p> <p><b>Cross Curricular Links- DT - Designing Greek sandals</b></p>		<p><b>Strand 5: Programming B</b></p> <p>5.5 How to create maths games in scratch</p> <p>(Create own game - escape the volcano type link)</p> <p><b>Strand 3: Communicating data and information</b></p> <p>3.6 Why do we use spreadsheets?</p> <p><b>Cross Curricular Links- Literacy - Persuasive writing</b></p> <p><b>Cross</b></p>	<p><b>Strand 1: Communicating text and images</b></p> <p>1.4 How do I use a computer as an artist?</p>

				Curricular Links- Geography - Natural disasters	
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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>PSHE/ SMSC</b>	<p><b>New Beginnings</b></p> <p>Feelings and making the right choice</p> <p>Targets for Y6</p>	<p><b>Say No to Bullying</b></p> <p>Anti-bullying posters</p>	<p><b>Getting on &amp; Falling out</b></p> <p>Conflict in school and home</p>	<p><b>Going for Goals</b></p> <p>SATS linked targets and looking forward to Y7</p>	<p><b>Good to be me</b></p> <p>Personal successes and achievements</p>	<p><b>Relationships</b></p> <p>Stereotyping</p> <p>Awareness</p> <p>Puberty</p>
<b>British Values</b>	<p><b>Main focus: Mutual respect</b></p> <p>What is respect? When should we show respect? How do we show respect? How do we earn respect from others?</p> <p><b>Link to remembrance day and PSHE and fair play in basketball</b></p> <p><b>Y2 reading Buddies (Personal responsibility)</b></p>		<p><b>Main focus: Rule of law</b></p> <p>What is democracy? What are the advantages and disadvantages of democracy?</p> <p><b>School Councillor Elections (Rule of Law and Democracy)</b></p> <p><b>Class rules (Rule of Law and Democracy)</b></p> <p><b>Lent/Easter/St Patrick's Day/ St David's Day (Tolerance of faith and</b></p>		<p><b>Main focus: "Tolerance" (Respect) for culture, faith and others</b></p> <p>What does it mean to be British? Looking at stereotypes and how these can be challenged. Exploring whether a stereotype can be positive.</p> <p><b>Ramadan - fasting (Tolerance (Respect) of faith and cultures)</b></p>	

Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
	Anti-Bullying week (mutual respect, Identify and combat discrimination)		cultures)		Rainforest: Sustainability and protecting our environment. (Personal Responsibility)	

<p style="text-align: center;"><b>PE</b></p>	<p><b>Basketball</b></p> <p><b>PE2/1.1a Key Skills</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><b>PE2/1.1b Games</b></p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b></p> <p><b>PE2/1.1d Dance</b></p> <p>perform dances using a range of movement patterns (imoves)</p> <p>Egyptian Dance</p> <p><b>Cross Curricular Links- History- Ancient Egypt</b></p>	<p><b>Athletics</b></p> <p><b>PE2/1.1a Key Skills</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Cross Curricular Links- History- Ancient Greece</b></p>	<p><b>Gymnastics</b></p> <p><b>PE2/1.1c Gymnastics</b></p> <p>develop flexibility, strength, technique, control and balance</p> <p><b>Cross Curricular Links- History- Ancient Greece</b></p>	<p><b>Core Skills</b></p> <p><b>(bench ball, dodgeball, kick rounders)</b></p> <p><b>PE2/1.1a Key Skills</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p><b>Rounders</b></p> <p><b>PE2/1.1a Key Skills</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><b>PE2/1.1b Games</b></p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Outdoor / Adventure</b></p> <p><b>PE2/1.1e Outdoor/Adventurous</b></p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Visit climbing centre post-SATs</p>
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Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
RE	<p><b>Teachings, wisdom and authority:</b> What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist,</p> <p>Pupils:  <input type="checkbox"/> <b>respond thoughtfully</b> 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 <b>consider why</b> 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 <b>consider</b>, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), <b>expressing thoughtful ideas</b> about what is right and wrong in the light of their learning (C3)</p>	<p><b>Religion, family and community:</b> What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield.</p> <p>Pupils:  <input type="checkbox"/> <b>investigate</b> aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, <b>showing their understanding</b> and <b>expressing ideas</b> of their own (A2)  <input type="checkbox"/> linking to the expressive arts, pupils <b>develop their own imaginative and creative ways of expressing</b> 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"/> <b>list and describe similarities and differences</b> 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 <b>develop accurate understanding</b> of the religious plurality of their locality and of Britain today (C2)  <input type="checkbox"/> <b>discuss and apply ideas</b> 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>			<p><b>Beliefs in action in the world:</b> How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Jewish, Christian, Muslim.</p> <p>Pupils:  <input type="checkbox"/> <b>discover and explore</b> what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1)  <input type="checkbox"/> <b>apply their ideas</b> about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)  <input type="checkbox"/> <b>write persuasively</b> 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)</p>	

Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
<b>MFL French</b>	<p><b>17: Personal descriptions</b></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><b>18: Personal descriptions 2</b></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><b>19: Celebrity descriptions</b></p> <p>Be able to describe someone else using the third person.</p>	<p><b>20: Little red riding hood</b> <b>Enjoy a traditional story.</b></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><b>21: Family</b> <b>Learn words for family members.</b></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><b>April fool's day</b> <b>Learn about the origins of the April's Fools Day tradition in France.</b> Compare the way April Fool's day is celebrated in the UK and France. Design their own 'poissons d'avril'.</p> <p><b>22: Possessive adjectives</b> <b>Revise words for family members.</b> Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.</p> <p><b>23: Dictionary skills and pronunciation</b> <b>Revise the different words for 'my' in French</b> (possessive adjectives). Improve dictionary skills. Learn how to pronounce the phoneme 'eu' correctly.</p> <p><b>24: Clothes</b> <b>Learn words for clothing.</b> Use mental associations to remember words. Be able to ask and answer the question Que portes-tu?</p> <p><b>25: Clothes and colours</b> <b>Revise words for clothing and colours.</b> Use colours to describe clothing with correct adjectival agreements. Understand and write a short description of an outfit.</p>		<p><b>26: The hedgehog story</b> Enjoy a simple story about clothing. Understand aural descriptions of clothing. Remember words for clothing.</p> <p><b>27: Talk4Writing and revision</b></p> <p>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><b>28: Revision</b> Revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family.</p> <p><b>29: Assessments</b> Complete an assessment in the different language skills.</p> <p><b>30: Food project</b> Learn about different types of French food and drink and where they are from. Test out French food/drink and conduct survey.</p>

	<p>Be able to use adjectives correctly in a sentence. Enjoy a traditional story.</p>				
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