



Leigh and Bransford Primary School

Upper Key Stage two – Long term plan

Year 6

	Term 1 Topic – Diversity	Term 2 Topic - Diversity	Term 3 Topic – Healthy Living	Term 4 Topic – Healthy Living	Term 5 Topic – Innovation	Term 6 Topic – Innovation
Science	<p>Evolution and Inheritance</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. 	<p>Light</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Pupils should be taught to: recognise that light appears to travel in straight lines. 2. 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. 3. 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 4. Use the idea that light travels in straight lines. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. 	<p>Living things and their habitats.</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. 2. Give reasons for classifying plants and animals based on specific characteristics. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. • Identify measurements and observations which do not fit into the main pattern. 	<p>Animals including Humans</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 3. Describe the ways in which nutrients and water are transported within animals, including humans <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. • Identify measurements and observations which do not fit into the main pattern. • Begin to explain anomalous data. 	<p>Electricity</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. Use recognised symbols when representing a simple circuit in a diagram. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. • Identify measurements and observations which do not fit into the main pattern. • Begin to explain anomalous data. • Use appropriate ways to communicate quantitative data using scientific language. • Describe evidence for a scientific idea. 	<p>Electricity</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. 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. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Choose scales for graphs which show data and features effectively. • Identify measurements and observations which do not fit into the main pattern. • Begin to explain anomalous data. • Use appropriate ways to communicate quantitative data using scientific language.

	<ul style="list-style-type: none"> • Identify measurements and observations which do not fit into the main pattern. • Begin to explain anomalous data. • Use appropriate ways to communicate quantitative data using scientific language. • Describe evidence for a scientific idea. • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas 	<ul style="list-style-type: none"> • Identify measurements and observations which do not fit into the main pattern. • Begin to explain anomalous data. • Use appropriate ways to communicate quantitative data using scientific language. • Describe evidence for a scientific idea. • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas 	<ul style="list-style-type: none"> • Begin to explain anomalous data. • Use appropriate ways to communicate quantitative data using scientific language. • Describe evidence for a scientific idea. • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas 	<ul style="list-style-type: none"> • Use appropriate ways to communicate quantitative data using scientific language. • Describe evidence for a scientific idea. • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas 	<ul style="list-style-type: none"> • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas 	<ul style="list-style-type: none"> • Describe evidence for a scientific idea. • Use scientific knowledge to identify an approach for an investigation. • Explain how the interpretation leads to new ideas • Measure quantities with precision using fine – scale divisions. • Select and use information effectively. • Make enough measurements or observations for the required task • Make reasoned suggestions on how to improve working methods. • Show how interpretation of evidence leads to new ideas. • Explain conclusions, showing understanding of scientific ideas.
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<p>Art and design</p>	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Evaluate and analyse creative works using the language of art, craft and design. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <p><u>PROGRESSION</u> Art and design</p> <ol style="list-style-type: none"> Introduction to sketch books Painting: Impressionism Drawing – Zentangle patterns Craft Zentangle printing Design: Making a hat Learning about the work of Edward Hopper <ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater knowledge and control, applying tonal techniques and more 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history. <p><u>PROGRESSION</u> Make my voice heard</p> <ol style="list-style-type: none"> Graffiti Artists tag Kathe Kollwitz Guernica 1 –Pablo Picasso Guernica 2 –Pablo Picasso Clay Sculpture <ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater knowledge and control, applying tonal techniques and 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p><u>PROGRESSION</u> Photography</p> <ol style="list-style-type: none"> Photomontage Truisms Macro photography Self Portraits Expressions in photography <ul style="list-style-type: none"> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Use the sketchbook to make observations and preparatory drawings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <p><u>PROGRESSION</u> Still Life</p> <ol style="list-style-type: none"> Still Life composition Charcoal still life Negative medium still life Still life in colour Assembling the memory box <ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater knowledge and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns 		
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	<p>complex colour theory to own work.</p> <ul style="list-style-type: none"> • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. • Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. • Express and articulate a personal message through sculpture. Analyse and study artists' use of form. • Deepen knowledge and understanding of using line when drawing portraits. Develop greater knowledge and control. Study and apply the techniques of other artists. • Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. • Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. • Understand how artists manipulate 	<p>more complex colour theory to own work.</p> <ul style="list-style-type: none"> • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. • Express and articulate a personal message through sculpture. Analyse and study artists' use of form. • Deepen knowledge and understanding of using line when drawing portraits. Develop greater knowledge and control. Study and apply the techniques of other artists. • Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. • Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. • Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and 	<p>to create meaning. Express ideas about art through messages, graphics, text and images.</p> <ul style="list-style-type: none"> • Study the work of the artists • Use the language of art with greater sophistication when discussing own and others art. • Give reasoned evaluations of their own and others work which takes account of context and intention. 	<p>using printing techniques, create digital art and 3D sculptural forms.</p> <ul style="list-style-type: none"> • Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. • Express and articulate a personal message through sculpture. Analyse and study artists' use of form. • Deepen knowledge and understanding of using line when drawing portraits. Develop greater knowledge and control. Study and apply the techniques of other artists. • Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. • Understand how artists manipulate materials to create texture. • Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. • Make personal investigations and record observations in 		
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	<p>materials to create texture.</p> <ul style="list-style-type: none"> • Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. • Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. • Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. • Study the work of the artists 	<p>chiaroscuro techniques.</p> <ul style="list-style-type: none"> • Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. • Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. • Study the work of the artists • Use the language of art with greater sophistication when discussing own and others art. • Give reasoned evaluations of their own and others work which takes account of context and intention. 		<p>sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <ul style="list-style-type: none"> • Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. • Study the work of the artists 		
Computing	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. use technology safely, respectfully and responsibly; recognise acceptable/unaccepta 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. understand computer networks including the internet; how they 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Select, use and combine a variety of software (including internet services) on 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Select, use and combine a variety of software (including internet services) on a 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals, including 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. use search technologies effectively, appreciate how results are

	<p>ble behaviour; identify a range of ways to report concerns about content and contact.</p> <p>2. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>PROGRESSION Unit 6.4 We are Interface designers (Designing an interface for an app)</p> <ul style="list-style-type: none"> • Appreciate that computer networks transmit and receive information digitally. • Understand the basic hardware needed for computer networks to work. • Understand key features of internet communication protocols. • Develop a basic understanding of how domain names are converted to numerical IP addresses. • Understand the safe use of mobile technology, including GPS. 	<p>can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>PROGRESSION Unit 6.5 - We are app developers (Developing a simple mobile phone app.)</p> <ul style="list-style-type: none"> • Research a location online using a range of resources appropriately. • Understand the safe use of mobile technology, including GPS. • Capture images, audio and video while on location. • Showcase shared media content through a mapping layer. 	<p>a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>PROGRESSION Unit 6.3 We are market researches (researching the app market)</p> <ul style="list-style-type: none"> • Think critically about how video is used to promote a cause. • Storyboard an effective advert for a cause. • Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights. • Work collaboratively to edit the assembled content to make an effective advert. • Capture images, audio and video while on location. • Showcase shared media content through a mapping layer 	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>PROGRESSION Unit 6.6 We are marketers (creating video and web copy for a mobile phone app.)</p> <ul style="list-style-type: none"> • Manage or contribute to large collaborative projects, facilitated using online tools. • Write and review content. • Source digital media while demonstrating safe, respectful and responsible use. • Design and produce a high-quality print document. 	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>3. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>PROGRESSION Unit 6.2 We are Project managers (Developing project management)</p> <ul style="list-style-type: none"> • Develop the ability to reason logically about algorithms. • Understand how some key algorithms can be expressed as programs. • Understand that some algorithms are more efficient than others for the same problem. • Understand common algorithms for sorting and searching. • Appreciate algorithmic approaches to problems in mathematics. 	<p>selected and ranked, and be discerning in evaluating digital content</p> <p>PROGRESSION Unit 6.1 We are app planners (planning the creation of a mobile app)</p> <ul style="list-style-type: none"> • Learn some of the syntax of a text-based programming language. • Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. • Plan a text -based adventure with multiple 'rooms' and user interaction. • Thoroughly debug the program.
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Design Technology	<u>NATIONAL CURRICULUM</u>	<u>NATIONAL CURRICULUM</u>	<u>NATIONAL CURRICULUM</u>	<u>NATIONAL CURRICULUM</u>	<u>NATIONAL CURRICULUM</u>	
	<ol style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ol style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and product against their own design criteria and consider the views of others to improve their work Understand and mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at 	<ol style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks Understand how key events and individuals in design and technology have helped shape the world Evaluate their ideas and products against their own design criteria and consider the views of others. <p><u>PROGRESSION</u> Textiles: Waistcoats</p> <ol style="list-style-type: none"> Waistcoat design Preparing the fabric Assembling my waistcoat Decorating my waistcoat <ul style="list-style-type: none"> Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme Annotating designs 	<ol style="list-style-type: none"> Understand and use electrical systems in their products Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Generate, develop and communicate their ideas through discussion and annotated sketches Evaluate their ideas and products against design criteria and consider the views of others to improve their work Model ideas through prototypes Select from and use a wide range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria and consider the views of others to improve their work <p><u>PROGRESSION</u> Electrical systems – Steady hand game</p> <ol style="list-style-type: none"> Homopolar motors 	<ol style="list-style-type: none"> Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups Generate, develop, model and communicate ideas through discussion and annotated sketches Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Select from and use a wide range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components including construction materials, according to their functional properties and aesthetic qualities Apply understanding of how to strengthen, stiffen and reinforce complex structures 	

	<p>8. Understand how key events and individuals in design and technology have helped shape the world</p> <p><u>PROGRESSION</u></p> <p>Food: Come Dine with me</p> <ol style="list-style-type: none"> 1. Three ingredients, three courses 2. To start 3. The main course 4. Desert <ul style="list-style-type: none"> • Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken • Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of 	<p>7. 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><u>PROGRESSION</u> Mechanical Systems – Autoamta toys</p> <ol style="list-style-type: none"> 1. Making the frame 2. Assembling the frame 3. Experimenting with cams 4. Finishing touches <ul style="list-style-type: none"> • After experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement • Understanding how linkages change the direction of a force • Making things move at the same time • Measuring, marking and checking the accuracy of the jelutong and dowel pieces required • Measuring, marking and cutting components 	<ul style="list-style-type: none"> • Using template pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat - attaching objects using thread and adding a secure fastening • Evaluating work continually as it is created • Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stiches 	<ol style="list-style-type: none"> 2. Game plan 3. Base build 4. Electronics and assembly <ul style="list-style-type: none"> • Designing a steady hand game - identifying and naming the components required • Drawing a design from three different perspective • Generating ideas through sketching and discussion • Modelling ideas through prototypes • Making electromagnetic motors and tweaking the motor to improve its function • Constructing a stable base for an electromagnetic game • Accurately cutting, folding and assembling a net 	<p><u>PROGRESSION</u> Structure – Playgrounds</p> <ol style="list-style-type: none"> 1. Design a new playground 2. Building structures 3. Perfecting structures 4. Playground landscapes <ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs • Building a range of play apparatus structures drawing upon new and prior knowledge of structures • Measuring, marking and cutting wood to create a range of structures • Using a range of materials to reinforce and add decoration to structures • Improving a design plan based on peer evaluation • Testing and adapting a design to improve it as it is developed • Identifying what makes a successful structure • Knowing that structures can be strengthened by manipulating materials and shapes 	
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	<p>improvements in productions</p> <ul style="list-style-type: none"> • Evaluating health and safety in production to minimise cross contamination • Learning how to research a recipe by ingredient • Recording the relevant ingredients and equipment needed for a recipe • Understanding the combinations of food that will complement one another • Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient 	<p>accurately using a ruler and scissors</p> <ul style="list-style-type: none"> • Assembling components accurately to make a stable frame • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set • Evaluating the work of others and receiving feedback on own work • Applying points of improvements • Describing changes they would make/ do if they were to do the project again • Using a bench hook to saw safely and effectively • Exploring cams, learning that different shaped cams produce different follower movements • Exploring types of motions and direction of a motion 		<ul style="list-style-type: none"> • Decorating the base of the game to a high quality finish • Making and testing a circuit • Incorporating a circuit into a base • Testing own and others finished games, identifying what went well and making suggestions for improvement • Understanding how electromagnetic motors work • Learning that batteries contain acid, which can be dangerous if they leak • Learning that when electricity enters a magnetic field it can make a motor 	<ul style="list-style-type: none"> • Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans) • Understanding man-made and natural structures 	
Geography	Locational knowledge <u>NATIONAL CURRICULUM</u>		Geographical and field work		Human and physical geography.	

	<ol style="list-style-type: none"> 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 3. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 4. Use maps, atlases, globes and digital/computer mapping to locate 		<p><u>NATIONAL CURRICULUM</u></p> <ul style="list-style-type: none"> • 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><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Use/recognise OS map symbols • Use atlas symbols. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity. • Use a scale to measure distances • Draw/use maps and plans at a range of scales. • Draw a plan view map accurately. 		<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 2. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. 	
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	<p>countries and describe features studied.</p> <p>5. 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 their knowledge of the United Kingdom and the wider world.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Follow a short route on an OS map, describe features shown on an OS map. • Locate places on a world map. • Use atlases to find out about other features of places (e.g. mountain regions, weather patterns.) • Confidently identify significant places and environments • Use OS maps • Confidently use an atlas. • Recognise the world map as a flattened globe. • Use 8 compass points confidently and accurately • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid references, use 					
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	latitude and longitude on atlas maps.					
History		<p><u>NATIONAL CURRICULUM</u></p> <p>1. Roman Empire & its Impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC. • The Roman Empire by AD 42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica. • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Sequence up to 10 events on a time line. • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. 		<p><u>NATIONAL CURRICULUM</u></p> <p>1. WW2: focusing on a local history study.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • 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. • Write another explanation of a past event in terms of cause and effect use evidence to support and illustrate their explanation. • Know key dates. Characters and events of time studied. • Link sources and work out how conclusion were arrived at. • Consider ways of checking the fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research. 		<p><u>NATIONAL CURRICULUM</u></p> <p>1. Ancient Greece – A study of Greek life and achievements and their influence on the western world.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Link sources and work out how conclusion were arrived at. · Consider ways of checking the fact or fiction and opinion. · Be aware that different evidence will lead to different conclusions. · Confidently use the library and internet for research.

		<ul style="list-style-type: none"> • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluid account 				
Music	<p><u>NATIONAL CURRICULUM</u> 1. Listening (Diversity and music)</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Listening: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. • Listen with attention to detail and recall sounds with increasing aural memory • Talk about the schisms and fractions in some countries for example: How Bulgaria used to be much larger until the Greeks occupied large parts of it. • Explore how music is interlinked with dance in some countries Africa and large parts of Eastern Europe for example. Compare and contrast how music is used in Britain in comparison. • Look at how that is manifested in its rich 	<p><u>NATIONAL CURRICULUM</u> 1. Record music drawn from other cultures.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • A focus on indigenous music across the globe. Look at the migration of music alongside its people and how the people have migrated and brought with them their music and culture, enriching another country. 	<p><u>NATIONAL CURRICULUM</u> 1. Perform in solos and ensembles.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Use and understand staff and other musical notations • Song writing linked to performance poetry 	<p><u>NATIONAL CURRICULUM</u> • History of music</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music and great composers. • Learn about the great composers and also how minimalist and contemporary composers have changed the way we explore music. • Discuss how British culture has changed and alongside this has been its music and dance. • 	<p><u>NATIONAL CURRICULUM</u> 1. Improvise and compose music.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Progress onto composing short melodies using the correct staff notation and play these on tuned percussion instruments 	<p><u>NATIONAL CURRICULUM</u> 1. Use staff and other musical connotations.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Daily singing related to class theme. • Learn songs and dances from other cultures. Focus on Eastern European dances

	<p>variety of customs cultures, dances and music.</p> <ul style="list-style-type: none"> Focus on the origin of some of our music and instrumentation and look at other influences from other cultures. 					
PE	<p>Netball</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> play competitive games, modified where appropriate. Use running, jumping, throwing and catching in isolation and in combination. 	<p>Football</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> play competitive games, modified where appropriate. Use running, jumping, throwing and catching in isolation and in combination. 	<p>Gymnastics</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with others and make improvements. 	<p>Dance</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Perform dances using a range of movement and patterns. Compare their performances with others and make improvements. 	<p>Athletics</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Use running, jumping, throwing and catching in isolation and in combination. Take part in outdoor and adventurous activity both individually and in teams (Redridge residential) 	<p>Rounders</p> <p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> play competitive games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination.
PSHE	<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Rights and responsibilities: topical issues concerning health and 	<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Taking care of the environment: responsibilities towards and how 		<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Feeling and emotions: recognising and responding to others' feelings; keeping a 	<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Healthy lifestyles: What influences our choices about health and wellbeing 	<p><u>PROGRESSION</u></p> <p>(SRE)</p> <ul style="list-style-type: none"> How their body will, and emotions may, change as they

	<p>wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviour; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p>	<p>people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <ul style="list-style-type: none"> • Money matters: finance; earning money and deductions; enterprise 		<p>confidence or a secret; recognising and managing dares</p> <ul style="list-style-type: none"> • Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation • Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; • bullying, discrimination and prejudice 	<ul style="list-style-type: none"> • Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6) • Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs 	<p>approach and move through puberty</p> <ul style="list-style-type: none"> • About human reproduction The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. • To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • To recognise what constitutes positive healthy relationships and develop knowledge to form them
RE	<p>RE CURRICULUM:</p> <p>U 2. 1 Christianity – What does it mean for Christians to believe that God is Holy and Loving (<i>God</i>)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify some different types of Biblical text, using technical terms accurately. 	<p>RE CURRICULUM:</p> <p>U2.3 Christianity – Why do Christians believe that Jesus is the Messiah? (Incarnations)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the “big story” of the Bible 	<p>RE CURRICULUM:</p> <p>U2. 5 Christianity - What do Christians believe Jesus did to “save” people (<i>Salvation</i>)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Outline the “big story” of the Bible, explaining how Incarnation and Salvation fit within it. 	<p>RE CURRICULUM:</p> <p>U2. 10 Humanists and Christians – What matters most to both humanists and Christians?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad. (e.g. Christians and Humanist) 	<p>RE CURRICULUM:</p> <p>U2.11 – Why do some people believe in God and some people not?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Define the terms “theorist”, “atheist” and “agnostic” and give examples of statements that reflect these beliefs. 	<p>RE CURRICULUM:</p> <p>U2.12 – How does faith help people when life gets hard?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which peoples religion guide people in how to respond to good and hard times in life

	<ul style="list-style-type: none"> • Explain connections between Biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; e.g. through how cathedrals are designed. • Show how Christians put their beliefs into practise in worship. <p>Make connections</p> <ul style="list-style-type: none"> • Weigh up how Biblical ideas and teaching about God as Holy and loving might make a difference in the world today, developing insights of their own. 	<ul style="list-style-type: none"> • Identify Gospel and prophecy texts, using technical terms. • Explain connections between Biblical text, incarnation and Messiah using theological terms. <p>Understand the impact</p> <ul style="list-style-type: none"> • Show how Christians put their belief about Jesus' Incarnation into practise in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah in the wider story of the Bible. <p>Make connections</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the "Messiah" – a Saviour from God- is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> • Explain what Christians mean when they say that Jesus death was a sacrifice. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between the Christians belief of Jesus death as a sacrifice and how Christians celebrate Holy Communion/ Lords Supper • Show how Christians put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Articulate their own responses to their ideas of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> • Make links with sources of authority that tell people how to be good (e.g. Christians ideas of "being made in the image of God" but "fallen", and humanist saying people can be "good without God") <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Christians and humanist ideas about being good and how people live. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult offering different points of view. <p>Make connections</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good. • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. • Give examples of reasons why people do or do not believe in God. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live. • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections</p> <ul style="list-style-type: none"> • Reflect and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging. • Consider and weigh up different views on theist, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between beliefs and 	<ul style="list-style-type: none"> • Identify beliefs about life after death and at least two religious traditions, comparing and explaining similarities and differences. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections about what people believe about God and how they respond to challenges in life (e.g. – suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives <p>Make connections</p> <ul style="list-style-type: none"> • Interprets a range of artist expressions of after life, offering and explaining different ways of understanding these. • Offer a reasoned response to the unit question with evidence and example, expressing insight of their own.
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					behaviour in the own lives in light of their learning.	
Languages	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. read carefully and show understanding of words, phrases and simple writing 2. listen attentively to spoken language and show understanding by joining in and responding 3. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over previous learnt vocabulary. • Recap days of the week and months of the year. • New learning: The planets and describe the characteristics (size, colour etc). • https://www.youtube.com/watch?v=9OiqrZi bXIA • Where we live including directions: https://www.youtube.com/watch?v=OWyzO K0tGYw • Orienteering in French. Children to design their own maps 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. read carefully and show understanding of words, phrases and simple writing 2. listen attentively to spoken language and show understanding by joining in and responding 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap Autumn 1 vocabulary. • My day: Describe daily routine. Role 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Resent ideas and information orally to a range of audiences* 2. listen attentively to spoken language and show understanding by joining in and responding <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over Autumn learning. • Entertainment. • Asking and responding to questions: Tu veux jouer au football? • Oui, je veux/non je ne veux pas. • Children to act out their own full play involving answering and responding to questions including all known vocabulary. Plan their story to include directions, time, greetings, hobbies etc. 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 2. listen attentively to spoken language and show understanding by joining in and responding <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over Spring 1 learning. • Writing a letter of introduction to a French pupil. Using all of their previous knowledge. Using knowledge of French culture, highlight the differences between their own and the French pupils. • Read to class and edit accordingly and then read and record the letters as a spoken journal before sending them off. 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. describe people, places, things and actions orally* and in writing 2. listen attentively to spoken language and show understanding by joining in and responding <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over previous vocabulary from Spring Term. • Looking beyond France: Geographical links to the French speaking world. What links can we make with other French speaking countries – how do the cultures differ and how are they alike? Why is French the common language – what led to this? Study of demographics and geographical features of those countries. The acknowledgement of French being the official language of 29 countries. (Recap il y a). 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 2. listen attentively to spoken language and show understanding by joining in and responding 3. resent ideas and information orally to a range of audiences* <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over previous learning in Summer 1. • Me, my family and other people. • Final presentation to prepare all of the years learning. Children to do a final French project to present their knowledge learned over the course of the year. (Awareness of verb ending ‘er’ in present tense).

	<p>and games centred around French directions. Children need to describe basic landmarks (forest, road, church, school etc.). Introduce au, a la and il y'a.</p>	<p>play and story board to accompany actions.</p> <ul style="list-style-type: none">• Time https://www.youtube.com/watch?v=TB6Y1DqY1rU• Christmas: Discuss St Nicolas traditions and make French crafts.• Learn Christmas song: Oh Christmas tree.• https://www.youtube.com/watch?v=IO0iTnxTGvw&list=PL-T7AH3V5YeS8SKJAHQcIUwDLHY_H1tYY				
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