

Year 6 Curriculum Overview

Year Six: Autumn			
Autumn 1 Weeks 1-6	Autumn 1 Week 7	Autumn 2 Weeks 1-6	Autumn 2 Week 7
The Shang Dynasty	Art Week <i>(whole school theme)</i>	Fallen Fields <i>(World War I)</i>	Christmas <i>(whole school theme)</i>

Year Six: Spring			
Spring 1 Weeks 1-2	Spring 1 Weeks 3-6	Spring 2 Weeks 1-3	Spring 2 Weeks 4-7
Science Fortnight	Mega Structures	Bookworms	SATs Revision World Kitchen

Year Six: Summer		
Summer 1 Weeks 1-7	Summer 2 Weeks 1-4	Summer 2 Week 5-6
SATs Revision Fair Trade Aspirations Day	Health and Fitness Sex Ed / PSHCE <i>(OR Transition Project)</i>	<i>Enterprise Fortnight</i>

Year Six: Autumn 1	Knowledge / Content / Gathering	Skills & Application
<p>The Shang Dynasty Ancient China)</p>	<p>As Historians we will be studying the ancient Shang dynasty. The children will learn who the Ancient Shang people were and where and when they lived. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies. The children will also examine a range of Shang artefacts and draw conclusions about what they can teach us.</p> <p>As Geographers we will be explore the physical and human features of China and asking how they compare with the UK. We will be practising map skills by looking at China using maps and atlases to locate Shang cities.</p> <p>As Artists we will explore Chinese Dragons through a range of media.</p> <p>Literacy Link (SFA) – The Firework Maker’s Daughter by Philip Pullman</p> <p>The WOW event!</p> <p>Host a Chinese Restaurant for family and friends</p> <p>Visit Durham University’s Oriental</p>	<p>Subject Key Skills</p> <p>History, geography and citizenship</p> <p>Investigate Undertake investigations and enquiries, using various methods, media and sources.</p> <p>Analyse Compare, interpret and analyse different types of evidence from a range of sources.</p> <p>Communicate Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.</p> <p>Consider and respond Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.</p> <p>Science and design technology</p> <p>Generate ideas Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.</p> <p>Investigate, observe and record Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.</p> <p>Design, make and improve Apply practical skills to design, make and improve products safely, taking account of users and purposes.</p> <p>Explain Communicate and model in order to explain and develop ideas, share findings and conclusions.</p> <p>Art, dance and drama</p> <p>Explore Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.</p> <p>Create Create, design, devise, compose and choreograph individual and collective work.</p> <p>Improvise Improvise, rehearse and refine in order to improve capability and the quality of artworks.</p> <p>Present Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.</p> <p>Evaluate Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people’s artistic works.</p> <p>PSHE</p> <p>Reflect and evaluate Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.</p> <p>Plan and implement Generate and implement ideas, plans and strategies, exploring alternatives.</p> <p>Move with control Move with ease, poise, stability and control in a range of physical contexts.</p> <p>Present Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.</p> <p>Evaluate Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people’s artistic works.</p>

	Museum	
<i>Year Six: Autumn 1</i>	<i>Knowledge / Content / Gathering</i>	<i>Skills & Application</i>

Art week

As artist we will be studying the work of Rubens. In particular the portrait of 'A Roman Triumph'

We will focus on movement and learn all about why we have processions. The children will discuss the artists use of colour and we will be discussing how we feel about the use of animals in the procession. We will interpret the art work studied by recreating our own procession to celebrate an event and creating a collage/mural to depict it.

Key Stage 2 Skills

Exploring and developing Ideas

- o Record from first hand evidence, experience and imagination for a variety of purposes.
- o Question and make thoughtful observations about starting points for work.
- o Collect visual and other information to develop ideas, including using a sketchbook.

Investigating and Making

- o Investigate and combine visual and tactile qualities and use to match to the purpose of their work.
- o Apply and develop use of tools and techniques, including drawing.
- o Design and make images and artefacts that communicate observations, ideas and feelings using a variety of methods.

Evaluating

- o Compare methods and ideas used in their own and others' work and say what they think and feel.
- o Adapt work in response to their feelings about it.

<i>Year Six: Autumn 2</i> <i>I Am Warrior</i>	<i>Knowledge / Content / Gathering</i>	<i>Skills & Application</i>

Fallen Fields
(Cornerstones
Project)

The sun sets on the battlefields of France and a solitary bugle sounds the 'Last Post'. We will always remember the fallen.

Known as 'the war to end all wars' the First World War was a conflict that had a devastating effect on millions of people across the world.

Can you imagine what life was like for families on the

Home Front as they waited for news of loved ones who were 'missing in action'? Use first-hand evidence to find out about the conditions soldiers had to endure in the trenches, and the huge scale of human loss.

What started this global tragedy? How was a fragile peace finally achieved? Remember the heroes and heartbreak of the First World War and learn the lessons of war and peace.

As **Historians** we will be studying the causes and build up to the First World War, using a range of historical materials to create a timeline of the important events and battles. We will create fact files about weapons and machines used and about the conditions in the trenches. We will find out how the war ended and how it is remembered today.

Through Literacy, we will read the novel 'Private Peaceful' by Michael Morpurgo and discuss the book's themes, which include war, love, guilt, memory, remembrance and justice.

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

Visit the Stockton war memorial and lay a poppy.
Plan and host our own remembrance event to commemorate the end of the First World War.

	<p>We will also read and listen to a range of poetry written during or about the First World War, discussing the themes and imagery created.</p> <p>As Geographers we will locate and label countries involved in the First World War and create a simple key to show the different alliances.</p> <p>As Artists and Designers we will study the work of war artist John Nash and John Singer Sargent and discuss how it makes them feel. We will observe poppies and draw them using a range of media. We will design and make a fabric poppy using a range of textiles, such as felt, net, beads and threads.</p>	
Christmas	<p>As part of our celebrations around the Birth of Jesus. We will understand the meaning of Christmas and know the Christmas story.</p> <p>We will act sing and dance in our performance</p> <p>We will create a card and a calendar as gifts. We will make a placemat for our party and attend a carol service at the local church. We will collect for a charity and write our letters to Santa and cards to friends.</p>	

Year Six: Spring 1	Knowledge / Content / Gathering	Skills & Application
Science Fortnight	<p>1. Balanced and Unbalanced Forces <i>To explain that unsupported objects fall towards the</i></p>	<p>Planning Ask questions that can be investigated and decide how to find answers.</p>

<p>Forces</p>	<p>Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects.</p> <p>To identify the effects of air resistance, water resistance and friction by identifying forces acting on objects.</p> <ul style="list-style-type: none"> • I can identify forces acting on objects. <p>2. Gravity</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects.</p> <ul style="list-style-type: none"> • I can explain the effect of gravity on unsupported objects. <p>3. Air Resistance</p> <p>To identify the effects of air resistance by investigating the best parachute to slow a person down.</p> <ul style="list-style-type: none"> • I can investigate the effects of air resistance. <p>4. Water Resistance</p> <p>To identify the effects of water resistance by creating and racing streamlined boats.</p> <ul style="list-style-type: none"> • I can explore the effects of water resistance. <p>5. Friction</p> <p>To identify the effects of friction by investigating brakes.</p> <ul style="list-style-type: none"> • I can investigate the effects of friction. 	<p>Consider what sources of information help to answer questions.</p> <p>Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use</p> <p>Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same</p> <p>Observing and presenting evidence</p> <p>Use simple equipment and materials appropriately and take action to control the risks. make systematic observations and measurements, including the use of ICT data logging</p> <p>Communicate in a wide range of ways, including diagrams, drawings, tables, bar charts, line graphs and ICT</p> <p>Considering evidence and evaluating</p> <p>Make comparisons and identify patterns and associations in their own measurements and other data</p> <p>Use observations, measurements and other data to draw conclusions</p> <p>Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made</p> <p>Use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions</p> <p>Review their work and the work of others and describe its significance and limitations.</p>
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	<p>6. Marvellous Mechanisms <i>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism.</i></p> <ul style="list-style-type: none"> • <i>I can explore and design mechanisms.</i> 	
Year Six: Spring 1	Knowledge / Content / Gathering	Skills & Application
Mega Structures	<p><i>As Geographers we will be looking at fantastic buildings and structures all over the world. We will be finding out where they are and naming some of the countries and continents where we can find them. Eventually, we will end up close to home where we will discover our very own local megastructures. These might be bridges or buildings.</i></p> <p><i>As Historians we will be studying changes in the lives of people. We will look at some of the major megastructures all over the world and find out how they changed the lives of people. We will explore how life changed for people when the Channel Tunnel was built, how things changed when the Hoover Dam was built and how things changed for us when our nearest bridge was built.</i></p> <p><i>As Designers we will be designing and making our own structures. We will learn how to join materials and change</i></p>	

	<p>As enterprising people we will: Take part in the Great Bridge Challenge. We will have been learning about how to make materials stronger and how to join things together. Now we will have to work in teams to design the longest, strongest and cheapest bridge ... but we will have to keep costs down as every item we use will take up some of our budget. The winners will be the designers of the longest, strongest and cheapest bridge. Good luck!</p>	
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Year Six: Spring 2	Knowledge / Content / Gathering	Skills & Application
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<p>Bookworms</p>	<p>As Design Technologists we will be studying stiff and flexible sheet materials – we will be making books, exploring bindings and how to make the pages come to life using a variety of techniques.</p> <p>We will be studying the author and their work /t he books they have written</p> <p>We will be reading and</p>	 <p><i>Subject Key Skills</i></p> <p><i>Science and design technology</i></p> <p>Generate ideas Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.</p> <p>Investigate, observe and record Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.</p> <p>Design, make and improve Apply practical skills to design, make and improve products safely, taking account of users and purposes.</p> <p>Explain Communicate and model in order to explain and develop ideas, share findings and conclusions.</p> <p><i>Art, dance and drama</i></p> <p>Explore Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.</p> <p>Create Create, design, devise, compose and choreograph individual and collective work.</p>
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	<p><i>presenting our work in the books we have made.</i></p> <p><i>As Artists we will draw images and sketches to complete the pages of our books.</i></p> <p><i>Creating our own class book and sharing it with other classes and parents</i></p>	
<i>Year Six: Spring 2</i>	<i>Knowledge / Content / Gathering</i>	<i>Skills & Application</i>

World Kitchen

As **Geographers** we will be studying a locality in the world that is very different to our own locality. We will be looking at maps of the world, learning to name the continents, major countries and oceans. We will be finding out where some of our favourite foods come from and finding out how they get to this country. We will also find out about the climate of some of the places food comes from.

As **Designers** we will be tasting different types of bread and muffins. We will learn how to make our own by learning to prepare food safely and hygienically. Then we will get a chance to choose which we would like to make for ourselves. We will be asked to design the recipe and make the whole thing from start to finish. We will then give our foods the 'taste test', to see if they could be improved.

As **Artists**, we will be studying how to draw and paint so that we can use our images to advertise our food products.

As enterprising people we will:

Host a Food Tasting Market. We will have been learning how to make bread and smoothies and now will be our chance to get our products noticed. We will give samples of our food to other classes for them to try, in the hope that

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

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	<p><i>they will put in an order for more. Working in teams, we will try to get the most votes for the best food. The food will have to be presented well and we will have to be able to answer any questions the customer has!</i></p>	
<i>Year Six: Summer 1</i>	<i>Knowledge / Content / Gathering</i>	<i>Skills & Application</i>

Fair Trade

As **Geographers** we will be studying a locality in an economically less developed country. We will be exploring the physical and human features of the area and asking how they compare with our own locality. We will be exploring the economy and how trade with more prosperous countries influences their day-to-day activities.

As **Designers** we will be studying food products. We will be tasting chocolate, investigating what it is made from and designing, making and improving our own chocolate product.

As **Artists**, we will sketch and develop our drawings to collect information about the food and features of different countries.

As enterprising people we will:

Host a Fair Trade Tea party for our families and friends using recipes made with Fair Trade products:

Fair Trade chocolate brownies

Fair Trade banana splits

Fair Trade lemonade, tea or coffee

We will prepare posters and leaflets to inform people about Fair Trade.

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

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Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

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Year Six: Summer 2	Knowledge / Content / Gathering	Skills & Application															
<p>Health and Fitness Sex Ed / PSHCE</p>	<p>As Scientists we will be studying what foods we need to eat to be healthy. We will also look at the importance of exercise in maintaining a healthy lifestyle. We will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. We will explore the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>As Designers we will be tasting different types of fruit smoothies. We will learn how to make our own by learning to prepare food safely and hygienically. Then we will get a chance to choose which we would like to make for ourselves. We will be asked to design the recipe and make the whole thing from start to finish. We will then give our foods the 'taste test', to see if they could be improved.</p> <p>As Artists, we will sketch different types of fruit and develop our drawings to collect information about the food and features of different countries of origin.</p>	<div data-bbox="1128 300 2060 359" style="background-color: #f4a460; padding: 5px; text-align: center;">Science and design technology</div> <table border="0" data-bbox="1128 359 2060 598"> <tr> <td data-bbox="1128 375 1310 598">Generate ideas Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.</td> <td data-bbox="1310 375 1489 598">Investigate, observe and record Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.</td> <td data-bbox="1489 375 1668 598">Design, make and improve Apply practical skills to design, make and improve products safely, taking account of users and purposes.</td> <td data-bbox="1668 375 1848 598">Explain Communicate and model in order to explain and develop ideas, share findings and conclusions.</td> <td data-bbox="1848 375 2060 598">Evaluate Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.</td> </tr> </table> <div data-bbox="1128 598 2060 657" style="background-color: #ff4d4d; padding: 5px; text-align: center;">Art, dance and drama</div> <table border="0" data-bbox="1128 657 2060 880"> <tr> <td data-bbox="1128 673 1310 880">Explore Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.</td> <td data-bbox="1310 673 1489 880">Create Create, design, devise, compose and choreograph individual and collective work.</td> <td data-bbox="1489 673 1668 880">Improvise Improvise, rehearse and refine in order to improve capability and the quality of artworks.</td> <td data-bbox="1668 673 1848 880">Present Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.</td> <td data-bbox="1848 673 2060 880">Evaluate Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.</td> </tr> </table> <div data-bbox="1128 880 2060 940" style="background-color: #6a3d9a; padding: 5px; text-align: center;">PSHE</div> <table border="0" data-bbox="1128 940 2060 1179"> <tr> <td data-bbox="1128 956 1310 1179">Reflect and evaluate Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.</td> <td data-bbox="1310 956 1489 1179">Plan and implement Generate and implement ideas, plans and strategies, exploring alternatives.</td> <td data-bbox="1489 956 1668 1179">Move with control Move with ease, poise, stability and control in a range of physical contexts.</td> <td data-bbox="1668 956 1848 1179">Present Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.</td> <td data-bbox="1848 956 2060 1179">Evaluate Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.</td> </tr> </table>	Generate ideas Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.	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	MFC Coach – Healthy Living Project Mellors – Fruit Smoothie Bike	
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Science, IT, PE		
Autumn Term Science	<p>Living Things & Habitats</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 plants and animals based on specific characteristics. Describe classification into broad groups (animals, plants, microbes) based on observable features Reasons for classifying plants & animals based on specific characteristics <p>Evolution and Adaptation</p> <ul style="list-style-type: none"> Living things change over time (fossil evidence) Recognise offspring may vary / non-identical to parents Explain how adaptation leads to evolution 	<p>Light</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 or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Spring Term Science	<p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectLINK Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Electricity</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>Summer Term Science</p>	<p>Health & Lifestyles</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 ways in which nutrients and water are transported within animals, including humans. 	
<p>Autumn term IT</p>	<p>Computing – E-Safety <i>Know that content posted online can be copied/downloaded/ distributed and that they should 'Think Before They Post.'</i> <i>Know that a 'strong' password is formed from a combination of upper/lower case letters, symbols, digits and an increasing number of characters relating to password length.</i> <i>Understand what constitutes a suitable image to be used in online profiles e.g. personal details not easily identifiable such as school name etc.</i> <i>Know that sites that enable online profiles to be created also offer privacy/sharing settings in order to protect a user.</i> <i>Understand the need to respect other people's privacy online through gaining permission before posting details/comments/pictures about others.</i></p> <p>Digital Media - Animation <i>Create a more detailed annotated storyboard outlining progression around an identified narrative theme.</i> <i>As a group member, set up animation equipment connecting devices correctly using appropriate leads & connections.</i> <i>Produce a more complex stopframe animation around a given theme involving multiple clips & frames demonstrating frame manipulation & organisation e.g. duplication & reversal. Add audio & title effects to their animation using video editing software for an identified purpose and recognise the impact on the viewer.</i></p>	<p>E-Communication <i>Know that a school's Learning Platform contains a variety of tools that facilitate online communication, collaboration & reflection e.g. messaging, discussion forums, surveys, blogs etc.</i> <i>Compose, reply, reply to all & forward individual messages to identified recipients.</i> <i>Independently add & open message attachments saving files to an appropriate location.</i> <i>Add new contacts and use existing details to send individual & group messages.</i> <i>Use a range of online collaboration tools independently e.g. within the school's Learning Platform, to contribute effectively towards an identified shared outcome.</i></p> <p>Computing – Text & Graphics <i>Use screen capture tools & applications to import graphics into a document/graphics package.</i> <i>Apply visual effect pre-sets within a graphic package for a particular purpose & recognise the impact this has on the image.</i></p> <p>Digital Media - Podcast <i>Plan & create increasingly complex enhanced podcasts containing visual, spoken, web links, musical elements & publish to a wider audience.</i></p>

Spring Term IT

Coding

Understand that algorithms should be stated without ambiguity and care and precision are necessary to avoid errors.
Understand the idea of a program as a sequence of statements written in a programming language.
Understand the importance of using logical reasoning to detect and correct errors as algorithms and programs increase in complexity
Understand that control software can be used to control an output
Create algorithms for a more complex task.
Design, write and debug more complex programs that accomplish specific goals.
Use logical reasoning to detect and correct errors in increasingly complex algorithms and programs
Write programs that control multiple devices concurrently.
Write programs that accept input from simple devices (touch, light, sound)

Data Handling – Graphs and Charts

Understand when to use specific graph/chart types to present data appropriately for a particular purpose & audience.
Design a data capture form to collect specific information.
Create/refine/analyse more complex graph & chart types for a specific purpose & audience.

Models and Simulations

Understand the need for accurate entry of data and formulae /functions when creating a spreadsheet model.
Create spreadsheet models for a range of purposes, ensuring accuracy of entry of data and formulae / functions as well as demonstrating efficiency.
Explore graphic / visual and spreadsheet simulations in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify

Digital Media - Sound

Understand the role & impact of sound upon an audience and know how & when to apply this appropriately within digital media tasks.
Compose more complex music scores for an identified purpose with a clear emphasis on the arrangements & relationships of tracks within the overall piece.
Edit existing & create their own music loops for a particular purpose adding them to the sample loop library for future use.

	<i>patterns and relationships</i>	
<i>Summer Term IT</i>	<p>Data Handling - Databases Know that ICT can be used to conduct increasingly more complex searches of data quickly & efficiently using multiple criteria along a line of enquiry. Understand the consequences of inaccurate information within a database upon search results. Conduct more complex searches within a database for a specific purpose using 'AND', 'OR' and the '=<' / '=>' symbols. Determine database's accuracy by checking data thoroughly correcting where appropriate. Create a more complex database for an identified purpose determining record structure and field type.</p>	<p>Digital Media - Video Understand the impact on an audience of using visual effects within moving image media and why directors employ such techniques. Produce a detailed annotated storyboard in preparation for their digital video demonstrating a thorough awareness of scenes, visual & sound effects and the combined impact these have in communicating the visual narrative. Apply a range of visual effects to video content to achieve a desired outcome and impact on the viewer</p>
<i>Autumn Term PE</i>	<p>Invasion games * choose, combine and perform skills more fluently and effectively in invasion games; * understand, choose and apply a range of tactics and strategies for defence and attack; * use these tactics and strategies more consistently in similar games * understand why exercise is good for their fitness, health and well-being; * understand the need to prepare properly for games; * to develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p>	<p>Gym 1 Unit 6 * combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas; * develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles; * understand why warming up and cooling down are important; * understand why exercise is good for health, fitness and well-being, and how to become healthier themselves; * carry out warm ups safely and effectively; * evaluate their own and others' work; * suggest ways of making improvements.</p>
<i>Spring Term PE</i>	<p>Dance * explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group; * compose dances by using, adapting and developing steps, formations and patterning from different dance styles; * perform dances expressively, using a range of</p>	<p>Strike and Field games 2 * develop the range and consistency of their skills, especially in specific striking and fielding games; * use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding; * know how to warm up;</p>

	<p>performance skills; * organize their own warm-up and cool-down activities to suit the dance; * show an understanding of why it is important to warm up and cool down; * describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content.</p>	<p>* understand what to include in a warm up in order to improve performance; * understand why exercise is good for their fitness, health and well-being; * evaluate strengths and weaknesses</p>
<p>Summer Term PE</p>	<p>Athletics * link running, jumping and throwing actions and apply them accurately and appropriately; * show precision, control and fluency in performance; * analyse and comment on running, jumping and throwing skills and techniques; * modify and refine skills and techniques to improve performance; * describe the effects exercise has on their body and its value to health and fitness.</p>	<p>Outdoor and adventurous *Develop pupils problem solving skills in a variety of situations in adventurous activities *Enable pupils to plan and work successfully as individuals, in pairs and in groups *Develop pupils understanding of the importance and significance of rules and safety</p>