

English	Science	PSHE – Jigsaw – Being me in my world
<p>Adventure Fiction Newspaper Character description Persuasion Poetry Personal letter Speech writing Non chronological report Viking saga Discussion text</p>	<p>Properties and changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Working scientifically Make predictions and explain why Measure precisely in standard units. Set up and carry out fair tests. Draw charts/graphs to record data. Explain observations/results using cause and effects and scientific facts and ideas.</p>	<p>PSHE – Jigsaw – Being me in my world Year 6 Know about children’s universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process</p> <p>Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued</p> <p>PSHE – Jigsaw – Celebrating difference Year 6 Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of ‘being normal’ and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone’s life Know why some people choose to bully others</p>

		<p>Know that people with disabilities can lead amazing lives</p> <p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
<p>RE – Faith in Action</p> <p>What do key religious figures teach?</p> <p>How do the lives of faith founders influence believers?</p> <p>Explain the significance of the key teachings of faith founders for faith members</p> <p>Describe the teachings of key religious figures, Identifying some similarities and differences</p> <p>Reflect on the teachings of key religious figures and how these teachings impact on society</p> <p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p> <p>RE – Christmas</p> <p>How do the lives of faith founders influence believers?</p> <p>What is the value of participating in a religious festival or ritual?</p> <p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p> <p>Compare the experience of participating in a religious festival or celebration around the world</p>	<p>Art and Design</p> <p>3D modelling and sculpture</p> <p>Year 5</p> <p>Select appropriate tools to carve and add shapes, texture and pattern effectively</p> <p>Develop skills in using clay inc. slabs, coils, slips etcWire/ Paper/ Junk Modelling</p> <p>Plan a sculpture through drawing and research</p> <p>Join recycled, natural, manmade materials to create sculptures</p> <p>Create a sculpture that shows attention to detail by selecting appropriate tools and techniques</p> <p>Drawing on prior learning experiences, children select, trial and evaluate a range of media to inform and justify choices</p> <p>Year 6</p> <p>Be creative in different equipment/ objects that may create a desired texture/ effect</p> <p>Select the appropriate joining/ moulding method inc. slabs, coils, slips etc</p> <p>Wire/ Paper/ Junk Modelling</p> <p>Plan a sculpture through research, design and evaluation</p> <p>Join recycled, natural, manmade materials to create sculptures</p>	<p>DT – Textiles</p> <p>year 5</p> <p>Be able to thread a needle, tie a knot in the end to secure and join fabric with a running stitch. (single thread) Back stitch at the end to secure stitching including when joining fabrics.</p> <p>Be able to sew running stitch, back stitch and cross stitch. Be able to embellish products for different purpose – practical and/or aesthetic: Eg fastening or applique for texture/ design/ patch or fabric badge) Explaining reasons for the choice.</p> <p>Use textiles and stitching to create different textures and aesthetics – Eg create different stitches for different decorative purposes (Eg cross stitch to create a picture/tapestry)</p> <p>year 6</p> <p>Select and create different stitches for different e purposes</p> <p>Eg back stitch for seams and running stitch to attach decoration, cross stitch for pattern/design/buttons) independently choosing which stitch will be most appropriate.</p> <p>Be able to embellish products for different purpose – practical and/or aesthetic: Eg fastening or applique</p>

<p>Reflect and share how religious celebrations and rituals have an impact on the community</p>	<p>Create a sturdy sculpture that shows attention to detail by selecting appropriate tools and techniques Drawing on prior learning experiences, children select, trial and evaluate a range of media to inform appropriate choices given the context.</p>	<p>for texture/ design/ patch or fabric badge/using technology/printing) Selecting the most appropriate with justification. Use textiles and stitching to create different textures and aesthetics – Eg cross stitch for picture/tapestry/</p>
<p>Computing <u>E safety</u> year 6 I can challenge and explain why it is important to reject and report inappropriate messages. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I can describe how to capture bullying content as evidence (screen grab, URL, record) I can identify a range of ways to report concerns both in school and at home I understand my responsibilities for the well being of others in my online social group and can demonstrate how I would support others I can describe some simple ways that help to build a positive online reputation.</p> <p><u>Sounds</u> year 6 Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) (GB) Compose a soundtrack that can be added to a film project. (K)</p> <p><u>VR and AR</u> year 6 I can create an interactive poster using AR I can explain how VR and AR works.</p> <p><u>Coding</u> year 6 Understand code to generate random elements (numbers, adjectives, colours, shapes) Understand code to generate a loop Understand code to generate</p>	<p>PE - Tag Rugby Run with the ball and show tactical awareness to outwit opponents. To tag an opponent during a tag rugby game. Pass a rugby ball with accuracy whilst running Receive a rugby ball whilst running To create and apply defensive tactics in game situations. To create and apply attacking tactics in game situations. Apply all of the above in 7v7 game situations.</p> <p>PE - Football Dribble using both feet with control Dribble to create space in game situations Pass the ball in game situations with control Receive the ball in game situations with control Shoot with control in game situations Tackle/intercept the ball from an opponent and then distribute. Apply all of the above in competitive game situations. Organise formations and decide tactics. Officiate games.</p> <p>PE – Dance Create a range of movements to fit a theme of dance. (happy, sad) Create a fluent sequence with varying levels, speed and direction. To show emotion through a range of dance movements. Make improvements to sequence based on peer and self-assessment. Perform own sequence of movements, which compliment the music, with precision and control.</p> <p>PE – Netball Perform a range of passes with control</p>	<p>History</p> <p>History skill 1 - Children will consider questions around a piece of evidence beyond what it is. They will be capable of inferring what it tells us about people of that time and they will be able to discuss the reliability of the evidence and begin to consider which types of evidence are most reliable. They understand the term propaganda</p> <p>History skill 3 - Pupils can understand that previous time periods have a significant impact on the lives of us and the world around us today. Children can think beyond their own lives and consider how historical time periods have influenced the modern world.</p> <p>History skill 6 - Pupils can compare time periods with explanation, they can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied, they are capable of investigating similarities, differences and trends.</p>

	<p>To develop footwork (pivot) Receive passes with confidence then pivot Shoot using the correct technique and accuracy at a hoop To find space and get ready to receive the ball in game situations Intercept the ball from an opponent, pivot and distribute in a modified game (piggy in middle) To create and apply defensive tactics in game situations. (blocking, marking, intercepting) To create and apply attacking tactics in game situations. (movement, space, passing) Apply all of the above in a high 5 game situation.</p>	
<p>Music Keyboard skills Chapter 1 – RH notes C-F Keyboard skills Chapter 2 – RH notes C-G Keyboard skills Chapter 3 – RH notes C-G Keyboard skills Chapter 4 – RH notes C-B Keyboard skills Chapter 5 – RH notes C-B Keyboard skills Chapter 6 – RH notes C-F + accidentals Keyboard skills Chapter 7 – RH notes C-B + accidentals Music Technology</p>	<p>French – ilanguages</p> <p>Listening - Produce from memory familiar parts of known stories, songs, rhymes and poems.</p> <p>Listening (& writing) - Write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.</p> <p>Reading - Work out meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge.</p> <p>Speaking (& Reading) - Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge.</p> <p>Speaking - Use phrases and simple sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>Writing - Write a few simple and possibly complex sentences accurately using support such as dictionaries, a model or writing frame.</p> <p>Grammar - (Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.)</p>	<p>Geography</p> <p>Describe and understand the key human features of settlement and land use and explain why they developed in certain locations.</p>

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