Long Term Planning: 2025 – 2026
Class: Bannister

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Questions	**Should Residential Trips be Banned?**	**How important is Electricity?**	**Why do people migrate?**	**Why do animals migrate?**	**How can I look after myself? Be my best self?**	**What would I change?**
Enrichment including trips	Residential trip to Bewl Water - September	Visit to Tudeley Church Enterprise Wells	Interview with families migrated to UK and away	Visit Natural History Museum	Visit to The Amelia	Drama and Musical production
Overall Learning Intentions	Formal letter to send to Bewl Water Speech writing and delivery	Christmas games fair Create an electrical Christmas game for younger children	Produce an information leaflet. Present a presentation.	Create a geographical environment for an animal	Produce a self-care document. Diary, sleep, emotions etc.	Year 6 Production performance to parents and children.
Linked Class Reader	**Mama Miti**	**Wolf Brother**	**The Journey**	**There's a Boy in the Girls' Bathroom**	**The Adventures of Odysseus**	
Learning Aims from Linked Class Reader	• To engage and inspire children to engage with literature • To explore global, political, socio-economic and environmental issues through a narrative text • To develop creative responses to the text through drama, storytelling and artwork • To write with confidence for real purposes and audiences	• To understand the genre of 'quest stories'; • To explore dilemmas, empathising with characters; • To consider different viewpoints' • To build an imaginative picture of a different world; • To explore themes of bravery and loyalty through a fictional text.	• To develop an insight and appreciate of the challenges of the refugee experience. • To support the development of empathy. • To explore the concept of the entitlement of fundamental human rights and freedoms for all.	• To enjoy exciting stories with memorable characters • Draw inferences about characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • To explore dilemmas, empathising with characters. • Explain and discuss understanding of what has been read. • Write a range of texts in role based on fictional experiences. • To write own stories based on the story read: describe settings, characters, and atmosphere, and integrating dialogue to convey character and advance action.	• To develop children's skills as storytellers • To enjoy exciting stories with memorable characters. • Draw inferences about characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	
Reading	Accelerated Reader Class Reading and Comprehension	Accelerated Reader Class Reading and Comprehension	Accelerated Reader Class Reading and Comprehension	Accelerated Reader Class Reading and Comprehension	Accelerated Reader Class Reading and Comprehension SATs (T5)	
Reading Skills	• Increase familiarity with a range of books; • Identify themes and conventions and compare these across books they have read. • Show understanding through intonation (prosody), tone, volume, and action; • Engage in echo reading taking account of pace, prosody, and accuracy. • Discuss words and phrases that capture readers' interest and imagination; • Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text.	• Increase familiarity with a range of books; • Identify themes and conventions and compare these across books they have read. • Show understanding through intonation (prosody), tone, volume, and action; • Discuss words and phrases that capture readers' interest and imagination; • Engage in echo reading taking account of pace, prosody, and accuracy. • Draw inferences about characters' feelings, thoughts, emotions, and actions. • Apply their growing knowledge of root words, prefixes, and suffixes	• Increase familiarity with a range of books. • Identify themes and conventions and compare these across books they have read. • Engage in echo reading taking account of pace, prosody, and accuracy. • Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader. • Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text. • Ask questions to improve their understanding identifying how language, structure and	• Read and discuss a wide range of fiction. • Read books that are structured in different ways. • Identify and discuss themes and conventions. • Discuss understanding and explore meaning of words in context. • Ask questions to improve understanding. • Engage in echo reading taking account of pace, prosody, and accuracy. • Draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justifying inferences with evidence. • Participate in discussions about books, building on their own and	• Reading books that are structured in different ways and reading for a range of purposes. • Reading aloud to children include whole books so that they meet books and authors that they might not choose to read themselves. • Engage in echo reading taking account of pace, prosody, and accuracy. • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Ask questions to improve their understanding. • Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' views courteously.	

	• Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning. • Predict what might happen from details stated and implied.	both to read aloud and to understand the meaning of new words that they meet. • Ask questions to improve understanding. • Identify how language, structure and presentation contribute to meaning. • Predict what might happen from details stated and implied.	presentation contribute to meaning. • Predict what might happen from details stated and implied.	others' ideas and challenging views. • Explain and discuss their understanding of what they have read.	• Explain and discuss their understanding of what is read, including through presentations and debates, maintaining a focus on the topic, and using notes where necessary. • Provide reasoned justifications for their views.
Phonics and Spelling	• Supersonic Spelling Stars – Grp 1 – suffix cious • Supersonic Spelling Stars – Grp 2 – suffix tious • Supersonic Spelling Stars – Common Exception words – split digraph CEW • Supersonic Spelling Stars – Grp 3 – suffix tial • Supersonic Spelling Stars – Grp 4 – suffix cial • Supersonic Spelling Stars – Common Exception Words – Easy CEW • Supersonic Spelling Stars – Grp 7 – suffix ant • Supersonic Spelling Stars – Common Exception words – ee using e. • Supersonic Spelling Stars – Grp 8 – suffix ance • Supersonic Spelling Stars – Grp 9 – suffix ancy • Supersonic Spelling Stars – Common Exception Words – shun spelt tion, sion & ssion • Supersonic Spelling Stars – Grp 10 – suffix ant / ance / ancy • Supersonic Spelling Stars – Grp 11 – suffix ent		• Supersonic Spelling Stars – Common Exception Words – Doubles • Supersonic Spelling Stars – Grp 12 – suffix ence • Supersonic Spelling Stars – Grp 13 – suffix ency • Supersonic Spelling Stars – Common Exception Words – Doubles • Supersonic Spelling Stars – Grp 15 – suffix able • Supersonic Spelling Stars – Common Exception Words – s spelt c • Supersonic Spelling Stars – Grp 16 – suffix ably • Supersonic Spelling Stars – Grp 18 – suffix ible • Supersonic Spelling Stars – Grp 19 – suffix ibly • Supersonic Spelling Stars – Grp 20 – suffix beginning with vowel to words ending in fer. • Supersonic Spelling Stars – Grp 21- use of hyphen • Supersonic Spelling Stars – Grp 22 – words containing ough.		• Supersonic Spelling Stars – Common Exception Words – spellings not pronounced. • Supersonic Spelling Stars – Grp 23 – silent letters • Supersonic Spelling Stars – Grp 24 – silent letters • Supersonic Spelling Stars – Common Exception Words – spellings not pronounced. • Supersonic Spelling Stars – Grp 25 – Homophones • Supersonic Spelling Stars – Grp 26 – i spelt ei after c • Supersonic Spelling Stars – Common Exception Words – ee spelt y • Supersonic Spelling Stars – Common Exception Words – z using s • Supersonic Spelling Stars – Grp 28 - Homophones • Supersonic Spelling Stars – Complex Common Exception Words • Supersonic Spelling Stars – Revision of spellings.

Grammar and Punctuation	• Linking ideas across paragraphs using a wider range of cohesive devices:
	  ○ Repetition of a word
	  ○ Grammatical connections e.g. adverbials
	  ○ Ellipsis
	• Layout devices to structure text e.g. headings, sub-headings, columns, bullets, tables.
	• Use of semi-colon, colon and dash to mark the boundary between independent clauses.
	• Use of colon to introduce a list and use of semi-colons in lists.
	• Punctuation of bullet points to list information.
	• How hyphens can be used to avoid ambiguity
	• Understand and use terminology of:
	  ○ Subject
	  ○ Object
	  ○ Active
	  ○ Passive
	  ○ Synonym
	  ○ Antonym
	  ○ Ellipsis
	  ○ Hyphen
	  ○ Colon
	  ○ Semi-colon
	  ○ Bullet points				

Writing Outcomes	**<u>Main Outcomes:</u>** • Biography • Letter of Advice **<u>Incidental Outcomes:</u>** • Note taking • Booklet • Speech • Aspirations	**<u>Main Outcomes:</u>** • Writing in role (including letter) • Shared and individual poetry writing **<u>Incidental Outcomes:</u>** • Readers theatre script • Debate • Note making • Character description	**<u>Main Outcomes:</u>** • Annotations • Text marking • Book / booklet / leaflet **<u>Incidental Outcomes:</u>** • Note taking • Captions • Collection of short stories • Class Newspaper • Story writing	**<u>Main Outcomes:</u>** • Descriptive writing about characters and events. • Writing in a variety pf roles as different character (diary entry) **<u>Incidental Outcomes:</u>** • Argument • Extension to narrative – looking at different voices within the text • Note taking • Contemporary narrative	**<u>Main Outcomes:</u>** • Information posters / persuasive poster • Newspaper articles **<u>Incidental Outcomes:</u>** • Writing in a variety of roles • Note taking • Explanation writing • Extended writing (sessions 23-25)	**<u>Main Outcomes:</u>** • Comic Strip • Script Writing **<u>Incidental Outcomes:</u>** • Descriptive writing about characters and events • Note taking • Poetry • Letter • Story writing

Writing	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Plan by using the mention, linger, mention format. • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to, or seen performed. • In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Use a range of devices to build cohesion within and across paragraphs. • Assessing the effectiveness of their own and others' writing through pupil conferencing and the summary, respond positively, question format.	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. • Note and develop initial ideas, drawing on reading. • Plan by using the mention, linger, mention format. • Draft and write by selecting appropriate grammar and vocabulary. • To consider sentence structure and its impact for the reader. • In narratives, describe settings, characters, and atmosphere, integrate dialogue to convey character and advance action. • Use a range of devices to build cohesion within and across paragraphs. • Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear. • Prepare play scripts to read aloud. • Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. • Note and develop initial ideas, drawing on reading and research. • Plan by using the mention, linger, mention format. • Draft and write by selecting appropriate grammar and vocabulary. • Consider organisation of text e.g. sub-headings. • In narratives, describe settings, characters, and atmosphere, integrate dialogue to convey character and advance action. • Use a range of devices to build cohesion within and across paragraphs. • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation (prosody), volume, movement so that meaning is clear. • Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.	• Note and develop initial ideas, drawing on reading. • Plan by using the mention, linger, mention format. • Draft and write by selecting appropriate grammar and vocabulary. • In narratives, describe settings, characters, and atmosphere, integrate dialogue to convey character and advance action. • Use of a variety of descriptive devices to enhance writing e.g. noun phrases. • Use a range of devices to build cohesion within and across paragraphs. • Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation (prosody), volume, movement so that meaning is clear.	• Note and develop initial ideas, drawing on reading. • In writing narratives, considering how authors have developed characters and settings in what they have heard or read. • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. • Plan by using the mention, linger, mention format. • Draft and write by selecting appropriate grammar and vocabulary. • Use a range of devices to build cohesion within and across paragraphs. • Use of ambitious punctuation, being aware of its impact on the reader. • Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation. • Proofread for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation (prosody), volume, movement so that meaning is clear.	Plan writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Noting and developing initial ideas, drawing on reading and research where necessary; • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. • Plan by using the mention, linger, mention format. Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • Use a wide range of devices to build cohesion within and across paragraphs. • Using script devices and structures. • Use parenthesis to add extra information to complex sentences. Evaluate and edit by: • Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Spoken Language	• Ask relevant questions to extend their understanding and build vocabulary and knowledge. • Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, and debates. • Consider and evaluate different viewpoints, attending to and build on the contributions of others. • Select and use appropriate registers for effective communication. • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play, and drama. • Select and use appropriate registers for effective communication. • Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion. • Giving short speeches and presentations, expressing their own ideas, and keeping to the point. • Participating in formal debates and structured discussions, summarising and/or building on what has been said.					
Maths	**Place Value -** **Addition, subtraction, multiplication and division** **Fractions** **Properties of shape** **Angles** **Geometry position and direction** **Coordinates and negative numbers**		**Decimals and Percentages** **Percentages** **Algebra** **Ratio** **Perimeter, area and volume 3D**		**Geometry reminders** **Statistics** **Logic problems** **Systematic working** **Resilience** **SATs** **Money and business** **Using a calculator**	

	• **Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth, or 1 thousandth times the size (**multiply and divide by 10, 100 and 1,000) • **Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning;** • **Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts;** • **Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales / number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts;** • **Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding;** • **Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding;** • **Recognise when fractions can be simplified, and use common factors to simplify fractions;** • **Express fractions in a common denomination and use this to compare fractions that are similar in value;** • **Compare fractions with different denominators, including fractions greater that 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy;** • **Draw, compose and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.**		• Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales / number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts; • **Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number);** • **Solve problems involving ratio relationships;** • **Solve problems with 2 unknowns;** • **Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate;** • **Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal place;** • **Convert between miles and kilometres;** • **Recognise that shapes with the same areas can have different perimeters and vice versa;** • **Recognise when it is possible to use formulae for area and volume of shapes;** • **Calculate the area of parallelograms and triangles;** • **Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3) and extending other units.**		• **Draw 2D shapes using given dimensions and angles.** • **Compare and classify geometric shapes based on their properties and sizes.** • **Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius;** • **Interpret and construct pie charts and line graphs and use these to solve problems;** • **Calculate and interpret the mean as an average.**
Maths Fluency / Arithmetic	• All x tables • TO x TO • HTO x TO	• Mental addition and subtraction methods	• Fractions • Decimals • Percentages		• Algebra • Fractions
Science	**Light**	**Electricity**	**Animals including humans**	**All Living things**	**Evolution and Inheritance**
Working scientifically Five types of experimental skills: **1. Observe over tme** **2. Pattern seeking** **3. Identifying, classifying and grouping** **4. Comparative and fair test** **5. Research using secondary sources**	**1. To recognise things change over time and** can ask pertinent questions and suggest reasons for similarities and differences over time. **2.** To ask questions surrounding patterns I have found in data as to why something I have observed has happened. **3.** To develop and use keys and other information to classify and describe objects in a way to help answer questions. **4.** To take measurements, using a range of scientific equipment, with increasing accuracy and precision, **taking repeat readings when appropriate.** **5.** To use secondary sources to help interpret results seen. To plan different types of scientific enquiries to answer my own and others' questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, including thermometers and data loggers, with increasing accuracy and precision, taking repeat readings and when appropriate make my own decisions. **To select the most appropriate type of scientific enquiry to use and recognise how to set up a comparative and fair test.** To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results **to make predictions** to set up further comparative and fair tests. To report and present findings from enquiries, **including conclusions, causal relationships, explanations of and a degree of trust in results,** in oral and written forms such as displays and other presentations. To use results to draw more complex conclusions, make predictions for new values and suggest improvements and raise further questions. To use secondary sources to help interpret results seen. **To develop and use keys and other information to classify and describe objects in ways to help answer questions.** **To justify and evaluate my own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.**				
Knowledge	• To recognise that light appears to travel in straight lines. • To 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.	• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells using in the circuit. • To compare and give reasons for variations in how components	• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	• To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	• To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

	• To 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. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	function, including the brightness of bulbs (lamps), the loudness of buzzers and the on / off position of switches. • To use recognised symbols when representing a simple circuit in a diagram.	• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To describe ways in which nutrients and water are transported within animals, including humans.	including micro-organisms, plants, and animals. • To give reasons for classifying plants and animals based on specific characteristics. • To find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.	• To find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	
Forest School	**Focus:** **Conservation work; use of tools and resources; ecosystems; habitats and microhabitats; pond wading; classification of plants.**				**Focus:** **Fire safety and cooking over an open fire; craft activities**	
	• To understand why conservation is important for both the local, National, and Internal environment. • To understand the benefits of undertaking conservation work for both ourselves and future generations (geography link). • To understand how land can be managed as a team (alongside the Tunbridge Wells Common Rangers) (geography link). • To understand how the changing seasons impact the land and its use (geography link). • **To identify classification groups of flora and forna (science link).** • To risk assess the dangers of the environment they are working in (context: public; pets; wild animals; plants; stretches of water; trip and slip hazards) (PSHE link). • **To use knots and hitches in different contexts independently.** • To use natural resources to create products to sell in different contexts (Enterprise Fair; market stall) – bracelets; Christmas trees; forest eyes; Christmas decorations; tiles (D.T. link) • **To learn to work in partnership to manage contextual problems solving (context: games and activities).** • **To independently apply previous knowledge and skills during learning activities (context: use of tools; use of resources; understanding of plats, ecosystem, habitats and micro-habitats)** • **To undertake more complex conservation work in the common environment (context: pond wading).** • To identify and use skills previously learnt (Context: own choice craft activities). • To identify and use available resources appropriately. • To understand the concept and be able to use natural environmental boundaries.				• **To know how to light a fire safely.** • **To use hot equipment independently and safely (context: Kelly Kettles)** • **To start learning how to split wood safely using a knife and mallet.** • **To use a knife to make tools and equipment (context: feather stick; pegs; mallet)** • **To use knowledge of fire and knife skills (context: cooking over an open fire).** • **To understand the risk of cross contamination of tools and equipment (context: cooking) (science link).** • To identify and use skills previously learnt (Context: own choice craft activities). • To identify and use available resources appropriately. • To understand the concept and be able to use natural environmental boundaries.	
PSHE	**Being Me in My World** **Key Vocabulary:** Ghana, West Africa, Cocoa, Plantation, cocoa pods, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, empathise, obstacles, co-operation, collaboration, legal, illegal, lawful, laws, participation, motivation, decision.	**Celebrating Differences** **Key Vocabulary:** Male, female, biological sex, stereotype, individuality, diverse, different, equality, fairness, identity, gender identity, transgender, non-binary, courage, fairness, rights.	**Dreams and Goals** **Key Vocabulary:** Learning, stretch, personal, realistic, unrealistic, success, criteria, learning steps, global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition.	**Healthy Me** **Key Vocabulary:** Responsibility, immunisation, prevention, drugs, effects, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.	**Relationships** **Key Vocabulary:** Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real/fake, true/untrue, assertiveness, judgement, communication, technology, power, cyber-bulling, abuse, safety.	**Changing Me** **Key Vocabulary:** Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, transition, secondary, journey, worries, anxiety, excitement.
	• 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.	• Know that people can hold power over others individually or in a group. • Know that power can play a part in 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. • Know that people with disabilities can lead amazing lives.	• Know their own learning strengths. • Know what their classmates like and admire about them. • Know a variety of problems that the world is facing. • Know some ways in which they could work with others to make the world a better place. • Know what the learning steps are they need to take to achieve their goal. • Know how to set realistic challenging goals. • Understand why it is important to stretch the boundaries of their current learning. • Be able to give praise and compliments to other people when	• Know how to take responsibility for their own health. • Know what it means to be emotionally well. • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse.	• Know that it is important to take care of their own mental health. • Know ways that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that cause people to grieve. • Know the sometimes people can try to gain power or control them. • Know some of the dangers of being 'online'. • Know how to use technology safely and positively to communicate with their friends and family. • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know how a baby develops from conception through the nine months of pregnancy and how it is born. • Know how being physically attracted to someone changes the nature of the relationship. • Know the importance of self-esteem and what they can do to develop it. • Know what they are looking forward to and what they are worried about when thinking about

	• Understand how to contribute towards the democratic process. • 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.	• Empathise with people who are different and be aware of my own feelings towards them. • Identify feelings associated with being excluded. • Be able to recognise when someone is exerting power negatively in a relationship. • Be able to vocalise their thoughts and feelings about prejudice and discrimination Kand why it happens. • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict. • Identify different feelings of the bully, bullied and bystanders in a bulling scenario. • Appreciate people for who they are. • Show empathy.	they recognise that person's achievements. • Empathise with people who are suffering or living in difficult situations. • Set success criteria so that they know when they have achieved their goal. • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.	• Know that some people can be exploited and made to do things that are against the law. • Know why some people join gangs and the risk that this can involve. • Are motivated to care for their own physical and emotional health. • Suggest strategies someone could use to avoid being pressured. • Can use different strategies to manage stress and pressure. • Are motivated to find ways to be happy and cope with life's situations within using drugs. • Identify ways that someone who is being exploited could help themselves. • Recognise that people have different attitudes towards mental health / illness.	• Can help themselves and others when worried about a mental health problem. • Recognise when they are feeling grief and have strategies to manage them. • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. • Can resist pressure to do something online that might hurt themselves or others. • Can take responsibility for their own safety and well-being.	transition to secondary school / moving to their next class. • Recognise ways they can develop their own self-esteem. • Can express how they feel about the changes that will happen to them during puberty. • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to. • Recognise how they feel when they reflect on the development and birth of a baby. • Can celebrate what they like about their own and others' self-image and body image. • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.
Relationships Education	**Healthy bodies, healthy minds:** **Being the best me**	**Healthy and happy friendships:** **Relationships and feelings**	**Similarities and differences:** **Respectful behaviour online and offline**	**Caring and responsibility:** **Responsible behaviour as we get older**	**Coping with change:** **Coping with emotional effects of life changes.**	**Families and committed relationships:** **Starting a family (sex education)**
	Key vocabulary: Self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill health, wellbeing, illness, symptoms, mind. **Key Learning:** • Describe self-respect; • Explain how self-respect can affect our mental health and wellbeing; • Describe how the internet and social media can affect personal wellbeing; • Explain where and how to get help if we feel worried about or are affected by something we have seen online; • Explain what we mean by mental health; • Describe some symptoms of mental ill health and identify some sources of help; • Describe some ways to look after our mental health.	**Key vocabulary:** **Personal safety, risk, consequences,** friends, change, relationships, emotions, feelings. **Key Learning:** • Describe positive and negative reasons why someone might create an online identity that is different to their offline identity; • Explain ways to ensure that an online identify we might use is a safe one; • Explain how to manage online situations that may be risky; • Describe what cyber-bulling is and how it differs from online bullying; • Ways to respond to cyber bulling including where and how to get help; • Identify respectful and kind ways to communicate online; • Describe ways to recognise, respect and celebrate diversity; • Explain how to support someone who is struggling with identity and worried about fitting in; • Identify ways to challenge stereotypes and pre-judgements.	**Key vocabulary:** **Online identity,** communication, risk, **online bullying,** diversity, inclusive, differences. **Key Learning:** • Describe positive and negative reasons why someone might create an online identity that is different to their offline identity; • Explain ways to ensure that an online identify we might use is a safe one; • Explain how to manage online situations that might be risky; • Describe what cyber bulling is and how it differs from online bullying; • Ways to respond to cyber bullying including where and how to get help; • Identify respectful and kind ways to communicate online; • Describe ways to recognise, respect and celebrate diversity; • Explain how to support someone who is struggling with identity and worried about fitting in; • Identify ways to challenge stereotypes and pre-judgements.	**Key vocabulary:** Strengths, self-care, development, saving, bank account, responsible, **irresponsible, budget, interest, transition, secondary, independence, networks.** **Key Learning:** • Identify our strengths and explain areas for development; • Explain ways that we can take good care of ourselves; • Plan how to achieve a goal using a small steps approach; • Identify reasons for making responsible choices about money; • Describe why we need to make more responsible choices about money as we get old; • Explain the benefits of saving money; • Identify where and how we might be able to find help and support within a secondary school setting; • Describe different support networks within secondary schools; • Explain how our responsibilities change as our independence grows.	**Key vocabulary:** **Body image, reality, pressure, attributes, influence,** relationships, emotions, secondary, school, future, memories, reflect. **Key Learning:** • Describe ways in which external influences (including examples such as media and celebrities) can influence and affect the way people view themselves; • Describe the positive strengths and attributes of our own bodies and ourselves; • Explain how relationships change as we grow older; • Describe ways in which puberty can have an impact on our relationships; • Identify ways to manage and resolve impact on our relationships; • Reflect on the positives for our time in Year 6; respond to questions or worries about moving to secondary school.	**Key vocabulary:** **Sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, caesarean section, babies,** commitment, responsibility, law, **legal, age restrictions, age of consent,** safe. **Key Learning:** • Dispel myths about human reproductions; • Explain the facts of human reproduction; • Explain the impact having a baby can have; • Explain why it is important that people are ready for and committed to this new change; • Explain why age restrictions are in place for particular activities; • Identify the age of consent for sexual intercourse and its importance in helping children stay safe from risk and harm.
R.E.	**Living (2.7):**	**Living (2.8):**	**Expressing (2.5):**		**Believing (2.3):**	

	What matters most to Christians and Humanists	**What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims**	**Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)**		**What doe religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists).**	
	• Apply ideas about values and from scriptures to the title question. • Express own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.		• Express ideas about how and why religions can help believers when times are hard, giving examples. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about the afterlife. • Show understanding of value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important that buildings and art. • Describe some Christian and Humanist values simply. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Consider similarities and differences between beliefs and behaviour in different faiths.		• Outline Christian, Hindu and non-religious beliefs about life after death. • Describe and make connections between examples of religious creativity (buildings and art). • Describe what Christians mean about humans being made in the image of God and being fallen, giving examples. • Make connections between beliefs and behaviour in different religions. • Make connections between belief in ahimsa (harmlessness), grace and Ummah (community), teachings and sources of wisdom in the three religions.	
Computing	**Presentation – App Prototype**	**AR and VR – Interactive AR Scene**	**Video Creation – Green Screen Special Effects**	**Animation – Animated Cartoon Character Gif**	**Sound - Podcasting**	**Programming – Scratch Video games**
Online Safety to be taught alongside the curriculum throughout the year	• To confidently choose the best application to demonstrate learning. • To format text to suit a purpose • To publish documents online regularly and discuss the audience and purpose of my content. • To know how to design an app prototype that links multimedia pages together with hyperlinks. • To know how to choose applications to communicate to a specific audience. • To know how to evaluate own content and consider ways to improve. • To know how to edit a picture to remove items, add backgrounds, merge 2 photos. **Key Vocabulary:** Prototype, transition, animation, layout, duplicate, navigation, homepage, instant, alpha.	• To know how to create an interactive guide to an image by embedding digital content and publishing it online. • To know how to create a web site which includes a variety of media. • To create videos using a range of media – green screen, animations, film, and image. • To take a digital photo using camera settings. • To create an interactive VR experience. • To explain how VR and AR works. • To know how to decompose a design or code to focus on specific parts. **Key Vocabulary:** Embed, VR, 360, aspect ratio, upload, trim, record, export.	• To know how to choose and create different types of animations to best explain my learning. • To create videos using a range of media – green screen, animations, film, and image. • To critically evaluate work and suggest improvements. • To explain the ways in which anyone can develop a positive online reputation. **Key Vocabulary:** Layer, trim, edit, export, special effects, voice over, import, soundtrack, chroma key, crop.	• To know how to choose and create different types of animations to best explain learning. • To make an animated talking GIF of a cartoon character. • To know how to create videos using a range of media – green screen, animations, film, and image. • To critically evaluate my work and suggest improvements. • To explain the ways in which anyone can develop a positive online reputation. **Key Vocabulary:** Animate, GIF, transitions, ordering, trim, transparent, remove background, export.	• To combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. • To write and record a script using a teleprompter tool. • To experiment with live loops to create a song. • To edit sound effects for purpose. • To record a radio broadcast or audiobook.	• To know how to decompose a design or code to focus on specific parts. • To know how to use abstraction to hide complexity in my design or code. • To know how to recognise and make use of patterns in my design and code. • I know how to critically evaluate my work and suggest improvement. • To use a range of sequence, selection and repetition commands to implement my design. • To identify the need for, and work with, variables. • To know how to create procedures to hide complexity in programs. • To know how to critically evaluate work and suggest improvements. **Key Vocabulary:** Generalisation, pattern, reuse, modify, remix, critical, procedure, abstraction, conditional loop, logic, operator, implement.
P.E.	**Tag Rugby** **Dodgeball**	**Football** **Fitness**	**Dance**	**Gymnastics**	**Rounders** **Hockey**	**Athletics** **Cricket**
	• To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules.	• To maintain possession when dribbling. • To dribble with control under pressure.	• To copy and repeat a dance phrase showing confidence in movements • To work with others to explore and develop the dance idea	• To develop the straddle, forward and backward roll • To develop rolling into sequence work and on apparatus	**Rounders:** • To develop throwing and catching under pressure and apply these to a striking and fielding game.	**Athletics:** • To develop my own and others sprinting technique • To identify a suitable pace for the event

	• To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to be a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament. **Key Vocabulary:** Throw, catch, run, change direction, change speed, space, rules, defending, possession, attacker, tactics. **Dodgeball** • To throw under pressure and apply this to a target game • To select the appropriate dodging skill for the situation • To develop catching with increasing consistency under pressure • To develop defensive techniques and select the appropriate action for the situation • To understand and apply tactics in a game • To develop officiating skills and referee a game **Key Vocabulary:** Throw, dodge, skill, consistency, catch, defensive techniques, tactics, officiating.	• To select the appropriate skill, choosing when to pass and when to dribble. • To move into and create space to support a teammate. • To use the appropriate defensive technique for the situation. • To apply rules, skills and principles to play in a tournament. **Key Vocabulary:** Dribble, pass, receive, track, tackle, collaboration, co-operation, control. **Fitness:** • To develop an awareness of what your body is able to do. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination. • To develop agility. • To develop balancing with control. **Key Vocabulary:** Agility, balance, co-ordination, speed, stamina, strength, control.	• To use changes in dynamics in response to the stimulus • To demonstrate a sense of rhythm and energy when performing bhangra style motifs • To perform a bhangra dance, showing an awareness of timing, formations and direction • To select, order, structure and perform movements in a bhangra style, showing various group formations • To develop a dance phrase using actions, dynamics, space and relationships • To copy and create actions with consideration to stimulus • To use choreographic devices to improve the aesthetics of a performance • To copy and repeat a phrase of movement in the 1970s disco style • To choreograph a freeze frame montage in the 1970s style • To use feedback to develop and refine a 1970s dance performance **Key Vocabulary:** Dance phrase, dynamics, rhythm, motif, timing, formation, direction, choreographic devices, aesthetics, freeze frame	• To develop counter balance and counter tension • To develop counter balance and counter tension into sequence work with apparatus • To develop jumps and explore the effect of height • To explore jump sequence work with consideration of performance tools • To develop inverted movements with control • To use flight from hands to travel over apparatus • To create a group sequence using formations and apparatus • To create a contrasting group sequence using formations and apparatus **Key Vocabulary:** Straddle, forward and backward roll, sequence, counter balance, counter tension, inverted movements, contrasting group sequence	• To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament. **Key Vocabulary:** Throw, catch, bowl, bat, field, consistency, tactics. **Hockey:** • To develop dribbling to beat a defender • To send and receive the ball with control under pressure • To select the appropriate skill, choosing when to pass and when to dribble • To move into and create space to support a teammate • To use the appropriate defensive technique for the situation • To apply rules, skills and principles to play in a tournament **Key Vocabulary:** Dribbling, defending, send and receive, control, pass, space, defensive technique.	• To develop power, control and technique for the triple jump • To develop power, control and technique when throwing for distance • To develop throwing with force and accuracy for longer distances • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording **Key Vocabulary:** Pace, sprint, jump for distance, push throw, fling throw, power, control, technique, accuracy, officiating. **Cricket:** • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament. **Key Vocabulary:** Underarm, overarm, throw, bowl, long and short barrier, batting, consistency, fielding, tactics.
MFL: Spanish	**Plan all about me – extended writing** **Write all about me** **Environment vocabulary** **Poster RRR** **Translation/Comprehension**		**Town vocabulary** **Design and describe a town** **Common irregular verbs** **Research South American country** **Present South American country**		**School subjects and opinions** **Plan short movie script in Spanish** **Film movie in Spanish** **Fun with food – healthy Spanish eating and recipes** **Tapas bar for the school**	
	To be able to read and understand a Spanish text in order to answer questions. To understand environmental vocabulary in Spanish		• To be able write fluently with grammatically correct Spanish		• To be able to use apply all contextual vocabulary and grammar in a fun context.	
History	**Ancient Egyptians**		**Who should feature on the £10 bank note?**		**Ancient Greece**	
	• Note connections, contrasts, and trends over time using sources. • Make deductions from clues, knowing how to cite evidence to prove an assertion. • Identify the most significant ideas and carefully select the most compelling evidence. • Investigate a range of sources to draw inferences. • To learn to read documents in context, making sure they do not jump to conclusions and working out what can be said with certainty and what cannot. • Decide what was important to people in ancient Egypt and explain why, comparing other examples. • Annotate a timeline with historical terms and facts, showing a sense of historical scale. •		• Establish clear narratives within and across periods of study. • Note connections, contrasts and trends over time. • To evaluate sources to try and construct an accurate view of the past. • To ask questions as to the nature and purpose of the source. • Play an active role in society as sceptical, but not cynical, questioners of the information that is often designed to influence rather than educate. • Make inferences about a historical figure using a banknote. • To devise and research historically valid questions. • Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. • Describe the legacies of historically significant people. • Apply criteria to decide if a person is historically significant and explain why.		• **Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).** • Annotate a timeline with historical terms and facts, showing a sense of historical scale. • Note connections, contrasts, and trends over time. • Understand that different versions of the past may exist, giving some reasons for this. • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by selecting and organising relevant historical information. • Describe social, cultural diversity within Ancient Greece and their city-states.	

				• Understand the similarities and differences between two key cities in Ancient Greece. • Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. • Explain why certain historical figures, such as philosophers, and events are significant and have impacted on today's society.		
Geography	**Where does our energy come from?** **(Links to – Why are rainforests important to us?)**		**Why does population change?** **(Links to Year 3 – Are all settlements the same?)**		**Can I carry out an independent fieldwork enquiry?** **(Links to Year 5 – Why do oceans matter?)**	
	• To 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. • To name and locate counties and cities on 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. • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night). • To use maps, atlases, globes, and digital / computer mapping to locate countries and describe features studied. • To 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. • To 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. • To understand geographical similarities and difference through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North and South America. • To describe and understand key aspects of 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.		• To 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. • To name and locate counties and cities on 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. • To use maps, atlases, globes, and digital / computer mapping to locate countries and describe features studied. • To 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. • To understand geographical similarities and difference through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North and South America. • To describe and understand key aspects of 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.		• To name and locate counties and cities of the United Kingdon, 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 these aspects have changed over time. • To use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. • To 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. • To 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. • To describe and understand key aspects of 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.	
Art	**2D Drawing to 3D making – Claire Harrup**		**Print and Activism – Luba Lucova**		**Brave Colour – Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West**	
	• Use my sketchbook to record and reflect, collecting the ideas and approaches liked which others artists use. • Use line, mark making, tonal values, colour, shape and composition to make my work interesting. • Explore typography and design lettering which is fit for purpose. • Use collage, paint and resources to create marks, pattern and texture. • **Transform my drawing into a three-dimensional object.** • Share my work with the class, reflected upon what was successful, where to develop, and be able to give useful feedback on the work of my peers.		• **Explore how artists use their skills to speak on behalf of communities.** • **Make art about things you care about.** • **See how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.** • Explore how I can find out what I care about and find ways I might share my ideas. • See how my classmates may have different things they care about, but they are all valid. • **Create visuals and text which communicate my message.** • Use line, shape and colour to make my artwork. • Use typography to make my messages stand out. • Combine different techniques such as print, collage and drawing. • Share my work with the class, reflecting on what was successful, where to develop, and be able to give useful feedback on the work of my peers.		• Exploring how artists using light, form and colour to create immersive environments. • **Explore the work of installation artists who use colour, light and form to create immersive environments.** • **Imagine what it might be like in those environments, sharing thoughts with others.** • **Respond to a creative challenge or stimulus, research the area, and make a creative response.** • Create a 3D model of 2D artwork which shares my vision with others. • Use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. • **Take photos of my artwork, thinking about focus, lighting and composition.** • Share my work with the class, reflect upon what was successful, where to develop, and be able to give useful feedback on the work of peers.	
D.T.		**Electrical Systems: Monitoring and Control (+pg 2 complex switches and circuits)**	**Computing**			**Food: Celebrating Culture and Seasonality**
		• **Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).**	• Write code to control and monitor models or products			• **Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).**

		• **Use innovative combinations of electronics (or computing) and mechanics in product designs.** • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements.				• **Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.** • **Demonstrate a range of baking and cooking techniques.** • **Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures.** • **Understand how a variety of ingredients are grown, reared, caught and processed.** • **Understand and apply principles of a healthy and varied diet.**
Music	**How does music bring us together?** **Music and Technology:** **Songs:** • Do What You Want To • Its All About Love • Sunshine on a Rainy Day	**How does music connect us to the past?** **Developing Ensemble Skills** **Songs:** • My Best Friend • Singing Swinging Star • Roll Alabama	**How does music improve the world?** **Creative Composition** **Songs:** • Disco Fever • La Bamba • Change	**How does music teach us about our community?** **Musical Styles Connect Us** **Songs:** • Let's Rock • Simple Gifts • Friendship Should Never End	**How does music shape our way of life?** **Improvise with confidence** **Songs:** • Wake up! • Down By the Riverside • Dance the Night Away	**Year 6 Production**
	Notes to play: C, D, E, F, G, A, B Adagio – At a slow speed 2/4 – there are two crotchets in a bar C Major – no sharps or flats. Minims, crotchets, quavers and semi-quavers.	Notes to play: C, D, E, F, G, A, B Adagio – At a slow speed (66 bpm) 3/4 – there are three crotchet beats in a bar A minor – there are no sharps or flats in the key signature. Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers.	Notes to play: C, D, E, F, G, A, B Adagio – At a slow speed (68 bpm) 4/4 – there are four crotchet beats in a bar. D Major – there are two sharps in the key signature (#) Minims, dotted crotchets, crotchets, quavers and semiquavers.	Notes to play: C, D, E, F, G, A, B Moderato – At a moderate speed (116 bpm) 5/4 – there are five crotchet beats in a bar. G Major – there is one sharp in the key signature (#) Minims, dotted crotchets, crotchets and quavers.	Notes to play: G, A, B, C, D, E, F# Andante – At a walking pace (76 bpm) 6/8 – there are six quaver beats in a bar. D Minor – there is one flat in the key signature (♭) Dotte crotchets, triplet quavers and quavers.	To understand how to sing together. To be able to sing in two different parts.