

Year 6 - Annual Cycle A - Summer Term		
	1 st ½ term	2 nd ½ term
Topics	Extreme Earth – Different Climate Zones	
Subject	Content Overview	
English Focus	Children will write instructions for how to produce their model Biomes Explanations on how biomes and ecosystems work Research and non chronological reports on different climate zones Informative leaflets on the yellow spotted lizard (Holes) Playscripts based on their class novel (Holes) This term will also see the children use their speaking skills in the end of KS2 production Guided reading: Holes by Louis Sachar	
Maths links	Geometry: Properties of shape Consolidation for SATs preparation Consolidation, investigations and preparations for KS3	
Science	Light	
History		
Geography	Climate Zones and Biomes	
A & D	Tropical Storm with Tiger (Famous Artist – Henri Rousseau)	
D & T	Design, make and evaluate a Biome	
R.E.	What matters most to Christians and humanists?	
Music	End of year production	
P.E.	Football	Swimming
Computing	Film making	
MFL	Le Temps Libre (Sport)	Destination Vacances
PSHE	Health and wellbeing	

Subject – English. Topic – Earth Matters (Class Book: ‘Holes’ by Louis Sacher)

Curriculum Coverage

Pupils should be taught to:

Writing:

plan their 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 pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
- maintain positive attitudes to reading
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books ♣ learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding ♣ drawing 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
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

SPaG:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:

	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Rational	<p>Pupils have the opportunity to write for different purposes to develop their writing style. Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (Earth Matters)</p> <p>Children will write instructions for how to produce their model Biomes</p> <p>Explanations on how biomes and ecosystems work</p> <p>Research and non chronological reports on different climate zones</p> <p>Informative leaflets on the yellow spotted lizard (Holes)</p> <p>Playscripts based on their class novel (Holes)</p> <p>This term will also see the children use their speaking skills in the end of KS2 production</p>
Pedagogy	Grammar is taught within writing units to allow children to explore a range of texts and observe how authors use language features for effect. Children will create their own box success criteria for each writing style by analysing <u>a range</u> of example texts for these genres (chosen by the teacher). A Success criterion examines text type, audience and purpose, layout features and language features. Children know how to succeed and can use their success criteria to improve their own writing as well as suggesting improvements to their writing buddies. It is very important that the SPAG content in earlier terms and years is revisited to consolidate knowledge and build on pupils' understanding. Text types will be revisited drawing on and widening the children's knowledge and understanding. Our class novel will be a focus for much of our written work and will be closely linked to our class topic.
Enhancements	<p>Writing is linked to other curriculum areas to enhance their learning of the wider curriculum</p> <p>End of KS2 production.</p>
Skills developed (transferable)	Writing for a range of purposes. Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas. Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.
Knowledge acquired (Subject specific)	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Know the features of:</p> <ul style="list-style-type: none"> • Instructions • Explanations • Non- Chronological reports • Leaflets • Play scripts • Consolidation of SPaG covered
Vocab learnt	modal verb, imperative verb, relative pronoun relative clause parenthesis, colon, bracket, dash cohesion, ambiguity, main clause, complex sentence, subordinate clause. Subject specific vocabulary from topic learning, explain, stage direction,

Subject – Maths. Year				
White Rose Areas/	Geometry: Properties of Shape	Year 6: Statistics	Year 6: Problem Solving	Year 6: Investigations
Curriculum Coverage	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<ul style="list-style-type: none"> 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. 	During SATs week The children will work on a daily problem drawing on previous knowledge and skills	Varied investigations from N-rich and White Rose SOL Applying and consolidating ks2 Mathematics
Rational	<p>ensure that all pupils:</p> <ul style="list-style-type: none"> become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p> <p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.</p>			
Pedagogy	<p>Revisit using a protractor from Year 5 and measure angles in different orientations.</p> <p>Build on their understanding of degrees in a right angle and make the connection that there are two right angles on a straight line and four right angles around a point.</p> <p>Children should make links to whole, half, quarter and three quarter of a turn and apply to a compass and time.</p> <p>Apply their understanding of degrees in a right angle, on a straight line and at a point to calculate missing angles.</p> <p>They should also recognise the notation for right angle.</p>	<p>Children will build on their experience of interpreting data in year 5 and use their knowledge to reading scales. Build on their experience of reading and interpreting data by drawing their own line graphs.</p> <p>Move onto using line graphs to solve problems.</p> <p>Children will illustrate and name the parts of a circle.</p> <p>Build on this understanding of circles to interpret pie charts.</p> <p>Apply their understanding of calculating percentages to interpret pie charts.</p> <p>Apply their addition and division skills to calculate the average.</p>		<p>Begin investigations by looking at them together as a class and having some time to think through ideas.</p> <p>Children to work in small groups and apply what they know to investigate the given problem.</p> <p>Allow children to take responsibility for their own thinking and processes</p> <p>Feedback and explain what they have found out at the end.</p>

	Through practical exercises recognise that vertically opposite angles are equal. Practically explore the interior angles of a triangle. Use their knowledge of properties of shape to explore interior angles of quadrilaterals. Draw shapes using a protractor Identify 3D shapes from a net practically.			
Enhancements	Make 3D shapes from nets Create patterns and diagrams from 2D shapes.	Apply to Science		Class presentations, videos and posters on how investigations were carried out.
Skills developed (transferable)	Calculating missing angles Visualising shapes Drawing shapes accurately Using a protractor	Read scales Interpret line graphs and pie charts Draw line graphs	Resilience Creative thinking Applying knowledge to different contexts Explaining process and thinking	Resilience Creative thinking Applying knowledge to different contexts Collaborative work Explaining process and thinking
Knowledge acquired (Subject specific)	National curriculum - see above Know hatch marks for equal length Notation for a right angle	National curriculum - see above That line graphs present continuous data not discrete data. That 360 degrees in a full circle equates 100 per cent of a pie chart.	National curriculum - see above	National curriculum - see above
vocabulary	Right angel, obtuse, acute, reflex, quadrilateral, polygon, protractor, 2D and 3D shapes	Data, line graph, frequency, scale, radius, diameter, circumference, centre, pie chart		

Curriculum Coverage	<p>To recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Scientific Enquiry</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments
Rational	<p>This 'Light' unit will teach the pupils about light, how we see, shadows, reflection and refraction. The children will learn how light travels and how this enables us to see objects. They will demonstrate their knowledge by making and starring in their own television programme. The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection and incidence. They will work scientifically and collaboratively to investigate refraction, carrying out some fascinating experiments into the effects of bending light. Furthermore, they will have chance to predict what will happen in an exciting investigation into the visible spectrum. They will work in a hands-on way to explore how light creates the colours we see, designing coded messages. Finally, they will learn about Isaac Newton and his theory of light and colour, performing a shadow puppet play about his discoveries and ideas.</p>
Pedagogy	<p>We will begin this unit by building upon and pre teaching vocabulary. The children will learn through practical activities and exploration such as creating, investigating and performing. They will use these experiences to explain phenomenon.</p>
Enhancements	<p>Create a puppet show depicting a Greek Myth</p>
Skills developed	<ul style="list-style-type: none"> Explain how light travels to enable us to see. Understand that all objects reflect light. Identify the angles of incidence and reflection. Understand refraction as light bending or changing direction. Explain how a prism allows us to see the visible spectrum. Understand that colours are a result of light reflecting off an object. Explain Isaac Newton's experiments about light and colour. Understand how shadows change size. Understand that shadows are the same shape as the object that casts them. Make observations and conclusions. Be able to answer questions based on their learning.
Knowledge acquired	<ul style="list-style-type: none"> I can explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes. I can understand how mirrors reflect light, and how they can help us see objects I can investigate how refraction changes the direction in which light travels I can investigate how a prism changes a ray of light I can investigate how light enables us to see colours I can explain why shadows have the same shape as the object that casts them
vocabulary	<p>Reflection, refraction, angles of incidence, filter, spectrum, Isaac Newton, visible, wavelength, opaque, transparent, translucent.</p>

Subject – Geography Earth Matters- Different Climate zones and Biomes	
Curriculum Coverage	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.
Rational	Create a Biome in a Bag and a DIY Eden Project with its own mini guide or poster, based on their research using maps, globes, atlases, digital mapping, websites and a visit to a manmade biome. This block teaches the children about the key aspects of climate zones, biomes and vegetation belts. Build on children's previous knowledge of Rainforests through their work on the Maya. We will compare Rainforests with biomes local to us e.g. forests. We will use fieldwork skills on our local visits.
Pedagogy	Geography and Design and Technology taught together in this topic. Children to work independently on research and investigation. Work in collaborative groups to produce model biomes
Enhancements	Visit to Stockbrige, green houses, Skipwith Common
Skills developed (transferable)	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigation Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence Make conclusions from evidence <p>Direction / Location</p> <ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map <p>Using Maps</p> <ul style="list-style-type: none"> Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <p>Distance and Scale</p> <ul style="list-style-type: none"> Find/recognise places on maps of different scales. (E.g. river Nile.) <p>Map Knowledge</p> <ul style="list-style-type: none"> Identify significant places and environment <p>Style of Map</p> <ul style="list-style-type: none"> Understand that the threats faced by the various biomes of the world are serious and urgent.
Knowledge acquired (Subject specific)	<ul style="list-style-type: none"> Describe and understand key aspects of climate zones, biomes and vegetation belts. Use maps, atlases and globes to locate countries and describe features studied. Define the term 'biome' and identify biomes of the world. Understand features of biomes, including vegetation, wildlife and climate. Identify indigenous peoples of the biomes. Discuss how organisms in a habitat depend on each other, and rely on light, water and nutrients.

	<ul style="list-style-type: none"> • Understand the role of the water cycle in a biome. • Understand how organisms adapt to cope with life in their biome by visiting a biome. • Understand adaptations of living things by studying closely and sketching. • Comprehend the delicate interdependent nature of ecosystems. • Know about global environmental problems and solutions. • Understand the contents of a biome and how the living things in the biome are placed together. • Gain an understanding of the human presence in the biome, including what the settlements look like and where they are located within the biome. • Understand that the threats faced by the various biomes of the world are serious and urgent.
vocabulary	Biome, vegetation, climate, indigenous, adaptation, ecological community, manmade, preservation, interdependent, ecosystem,

Subject – Design and Technology. Make Biomes

Curriculum Coverage	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures work
Rational	Using arts and crafts materials, the children construct a model Eden Project: a representation of a biome of their choice
Pedagogy	Children work in small groups researching their product before they make it. They should frequently reflect upon their design and adapt it accordingly.
Skills developed	<p>Developing, planning and communicating ideas.</p> <ul style="list-style-type: none"> • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques • <p>Working with tools, equipment, materials and components to make quality products (inc food)</p> <ul style="list-style-type: none"> • Suggest appropriate tools • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product materials, components and techniques <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests • • Record their evaluations using drawings with labels • • Evaluate against their original criteria and suggest ways that their product could be improve
Knowledge acquired	<ul style="list-style-type: none"> • Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities • Construct a model Eden Project selecting suitable materials for the content. • understand the contents of a biome and how the living things in the biome are placed together • Understand the features of their chosen biome by building a model of it.
Vocab learnt	Foliage, vegetation, biome, rainforest, ecosystem, exploded diagram, annotate, accurate.

Subject – Art and Design Topic – Tropical Storm with Tiger (Famous Artist – Henri Rousseau)	
Curriculum Coverage	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
Rational	Pupils will research the artist and his works of art. They will experiment with shades of green and blue using a variety of media and create sketches from first hand observations of leaves and plants. They will create sketches for the animals at the centre of their picture before creating the different parts of their piece using foam pieces to attach the different parts layering up the picture.
Pedagogy	Children to experiment with different techniques using a range of medium. Talk about their work and the work of others, Work independently to produce a piece of layered art work.
Skills developed	<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> Select and record from hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing ideas</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further <p>Drawing</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. <p>Painting</p> <ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and tradition
Knowledge acquired	<ul style="list-style-type: none"> The Historical background to the painting and the techniques, style employed by Henri Rousseau (1891) To be able to talk about a work of art including colour, shape and impressions How to create shades of a given colour. To create a focal point on their paintings To cut accurately and attach parts of a painting to create depth
Vocab learnt	Depth, perspective, tones and tints, shades, layering, scrunching, mosaic, techniques, style

RE: What matters most to christians and humanists?

Curriculum Coverage	
Rational	
Pedagogy	<p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.</p> <p>The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>
Enhancements	Faith visitor / trip TBC
Skills developed (transferable)	<p>concepts of being naughty and being good in terms of actions, words and thoughts.</p> <p>To think about the idea of a code for living and to examine whether they are living by a code themselves.</p> <p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god</p> <p>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p> <p>To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy</p> <p>To use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different people have different values.</p> <p>To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life. To think about whether God matters more than peace: Christians may say 'yes', but humanists say 'no'.</p> <p>To draw learning about values together and express ideas of their own about how values can make a community happier</p>
Knowledge acquired (Subject specific)	<p>This plan has selected the following content to exemplify the learning outcomes.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? <input type="checkbox"/> Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. <p>Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3).</p> <p>Why do Christians think this is a good explanation of why humans are good and bad?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about how having a 'code for living' might help people to be good. <input type="checkbox"/> Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? <input type="checkbox"/> Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? <input type="checkbox"/> Find out about Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. <p>Explore in detail how Jesus expects his followers to behave through the use of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? <input type="checkbox"/> Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. <input type="checkbox"/> Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. <input type="checkbox"/> Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?

	<input type="checkbox"/> Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?
Vocab learnt	Religion, similarities, differences

Subject – PE. Topic – Football *** ALSO SPORT'S DAY THIS TERM!

Curriculum Coverage	-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football , hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -take part in outdoor and adventurous activity challenges both individually and within a team	-use running, jumping, throwing and catching in isolation and in combination -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Rational	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and <u>sports and learn how to evaluate and recognise their own success.</u>	
Pedagogy	Football / Cricket Small sided and large sided games each lesson builds on the skills from the previous session to ultimately end up playing competitive team games using their skills acquired successfully. Work on improving their performance in running, jumping and throwing	
Enhancements	Cluster tournaments Sports Day	
Skills developed (transferable)	I gain possession by working as a team. I pass in different ways. I can use a tactic for defending and attacking. I use a number of techniques to pass. I play to agreed rules. I explain rules to others. I can umpire. I make a team and communicate a plan. I lead others in a game situation.	
Knowledge acquired (Subject specific)	Rules and techniques football, cricket, running long distances, throwing and jumping. Children will plan the football tournament themselves using the school 'families' to create teams	

Subject – PE. Topic – swimming and water safety

Curriculum Coverage	Swimming and water safety In particular, pupils should be taught to: <input type="checkbox"/> swim competently, confidently and proficiently over a distance of at least 25 metres <input type="checkbox"/> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <input type="checkbox"/> perform safe self-rescue in different water-based situations.
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Rational	All schools must provide swimming instruction either in key stage 1 or key stage 2.
Pedagogy	Trained provider to deliver these sessions
Enhancements	Off site
Skills developed (transferable)	<input type="checkbox"/> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <input type="checkbox"/> perform safe self-rescue in different water-based situations.
Knowledge acquired (Subject specific)	<input type="checkbox"/> swim competently, confidently and proficiently over a distance of at least 25 metres

Subject – Computing. Film making

Curriculum Coverage	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Rational	This aim of this unit is to allow children to explore various aspects of film-making. In doing so, they must choose and use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing. As well as using digital devices for recording (video camera or tablet), children work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker.
Pedagogy	Children are given the task of practising some interviewing at home, based on some suggested ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating as an introduction to the unit. Children will work in groups to achieve the end product.
Enhancements	the unit ends with a special screening or awards ceremony for the budding young film-makers!
Skills developed (transferable)	<ul style="list-style-type: none"> • plan additional elements for film-making such as locations and props; • evaluate whether information is reliable or not; • speak clearly into the camera when being recorded; • frame an appropriate filming shot when interviewing; • arrange video files to form a complete film.
Knowledge acquired (Subject specific)	<ul style="list-style-type: none"> • I can use appropriate software and other tools effectively to write a film script • I can locate and check appropriate digital content, and provide accurate crediting of sources. • I can use digital recording devices to film and import into video editing software • I can plan, conduct and import video interviews as part of a short film. • I can use video editing software to create a short film. • I can use video editing software to turn a film project into a finished movie and present it.

Subject – PSHCE. Topic -

Curriculum Coverage	<p>All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</p> <p>PSHE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for PSHE education.</p>
Rational	PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

	As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education should address both pupils' direct experience and preparation for their future.
Pedagogy	As recommended by the PSHE Association, our Programme of Study is based on three 'core themes': Relationships, Learning for Life and Health and wellbeing. Each learning for life session should provide our children with a 'strategy' that they can add to their repertoire of strategies from previous years to support them in everyday life, albeit in school or in 'life'.
Enhancements	See whole school overviews for whole school projects and enhancements
Skills developed (transferable)	<ul style="list-style-type: none"> • Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health? • Can they understand what sexual intercourse is and consent? Can they explain how pregnancy occurs and how it can be prevented? Can they describe the responsibilities of parents and carers including how having a baby can change someone's life? • Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life? <p>Can they explain how the media might impact or influence someone to make good or bad choices?</p>
Knowledge acquired (Subject specific)	<ul style="list-style-type: none"> • To know what can affect mental health and how to take care of it. • To know ways to manage change, loss and bereavement. • Manage their own time online. • To understand human reproduction and birth. • To keep their personal information safe. • Understand how to regulate themselves and make good choices. <p>To understand how drug use relates to the law and media.</p>