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|  | Year 6 - Annual Cycle A - Autumn Term | | |
|  | *1st ½ term* | *2nd ½ term* |
| *Topics* | Ancient Greeks and The Circulatory System! | |
| Subject | Content Overview | |
| English Focus | Poetry  Non chronological report  Narrative  Persuasive Writing  Writing Greek Myths | |
| Maths  links | Number: Place Value Number: Addition, Subtraction, Multiplication, Division Number: Fractions Geometry: Position and direction | |
| Science | Animals including humans – The circulatory System! | |
| History | Ancient Greece | |
| Geography | Ancient and modern Greece | |
| A & D | Clay – Greek vase pottery  Drawing – components of blood  Drawing – pastel portraits – soldiers | |
| D & T | STEM project: Greek chariots | |
| R.E. | What do religions say to us when life gets hard? | |
| Music | Singing - Young Voices, Christmas carols | |
| P.E. | Archery Fitness | Dance |
| Computing | Kudo programming | Spreadsheets |
| MFL | Les portraits | Les cadeaux |
| PSHE/RSE | Relationships | |

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| Subject – English. | |
| Curriculum Coverage | Pupils should be taught to:  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 understandingdrawing 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: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity |
| Rational | 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 (Greece and Remembrance) We will be using Who Let the Gods Out by Maz Evans to support our guided reading |
| 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 a range 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 years is revisited to consolidate knowledge and build on pupils’ understanding. |
| Enhancements | Writing is linked to other curriculum areas to enhance their learning of the wider curriculum (Ancient Greece) |
| 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) | 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  Identify and use:   * Relative clauses * Parenthesis * Present and past tense * Modal verbs * Expanded noun phrases * Adverbs * Commas * Synonyms and antonyms * Word classes * Formal and informal |
| 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. |

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| Subject – Maths. Year 6 | | | | | |
| White Rose Areas/ | Year 6  Number: Place Value | Year 6: Addition, Subtraction, Multiplication and Division | | Year 6:  Fractions | Year 6:  Geometry Position and Direction |
| Curriculum Coverage | * read, write, order and compare numbers up to 10 000 000 and determine the value of each digit * round any whole number to a required degree of accuracy * use negative numbers in context, and calculate intervals across zero * solve number and practical problems that involve all of the above. | * multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication * divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context * divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context * perform mental calculations, including with mixed operations and large numbers * identify common factors, common multiples and prime numbers * use their knowledge of the order of operations to carry out calculations involving the four operations * solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why * solve problems involving addition, subtraction, multiplication and division * use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy | | * use common factors to simplify fractions; use common multiples to express fractions in the same denomination * compare and order fractions, including fractions > 1 * add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions * multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 * × 2 1 = 8 1 ] * divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1] * associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3 ] * identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places * multiply one-digit numbers with up to 2 decimal places by whole numbers * use written division methods in cases where the answer has up to 2 decimal places * solve problems which require answers to be rounded to specified degrees of accuracy * recall and use equivalences between simple fractions, decimals and percentages, including in different contexts | * describe positions on the full coordinate grid (all four quadrants) * draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Rationale | Mathematics is taught using the White Rose scheme of learning, so that children have access to an ambitious, connected curriculum that is accessible to all and give them the fundamental mathematical skills that will support them through life. We teach it so that children become fluent in the fundamentals of mathematics, exposing them to a range of mathematical vocabulary and concepts, so that they can develop reasoning and problem solving skills that can support them in their future academic life and career. | | | | |
| Pedagogy | -build on previous knowledge: children use manipulatives and pictorial representations to recap representing numbers to 1 000 000 before using them to represent numbers up to 10 000 000 -read, write and represent numbers to 10 000 000 in different ways --The repeating pattern of numbers will be discussed as will the placement of commas -Spelling of these numbers will also be addressed during this unit.  -They will compare and order numbers represented in different ways -steps to success used and referred to in order to aid independent learning -reasoning within every lesson -key questions and vocabulary used | | -children use a range of manipulatives to demonstrate their understanding and use pictorial representations to support their problem solving.  - Consolidate their knowledge of the four operations and reinforce the language.  -Decide when a mental strategy is more efficient.  -Apply their knowledge to multi step problems.  -Use of steps for success and learning wall to aid independent learning. -reasoning within every lesson  -key questions and vocabulary used | -Consolidate previous work on fractions in year 5  -Build on their knowledge of equivalent fractions from last year  -Use visual representations e.g. fraction wall  -consider most efficient methods when comparing fractions  -Use of steps for success and learning wall to aid independent learning. -reasoning within every lesson  -key questions and vocabulary used | -Recap work from year 4 and 5 and begin by plotting in the first quadrant  -Build up understanding to draw shapes in all four quadrants  -Develop and use positional and directional language -Use of steps for success and learning wall to aid independent learning. -reasoning within every lesson  -key questions and vocabulary used |
| Enhancements | Doodle Maths and Doodle Tables software has been purchased so children practise different mathematical skills, using technology in school and at home. Each class incorporates Active maths into their weekly planning to support the use of maths outside of the classroom and use exercise to support ongoing learning. A variety of different manipulatives are available to all children to access independently and with support in lesson. | | | | |
| Skills developed (transferable) | -Reading large numbers and mental calculating these  -Manipulate negative numbers  -Skills to solve real life problems | | when/why do people use rounding/estimating in the real world?  The skills required to carry out formal and written methods of the four operations will be applied throughout the curriculum. | -Applying to real life situations finding equivalent fractions -Applying their knowledge of fractions to solve problems in other areas of maths e.g. shape | -Using directions and positional language |
| Knowledge acquired  (Subject specific) | National curriculum see above | | National curriculum see above | National curriculum see above | National curriculum see above |
| vocabulary | Digit, Place value, represent, digit, roman numeral, pattern, round, nearest, negative numbers (not minus numbers) | Digits, place value, add, subtract, largest, smallest, inverse, operation, RUCSAC, estimate, accuracy, approximate, regroup, carry, exchange, column , sum, difference, how many more, calculate, Increase, decrease, reduction, product, quotient, divisor, remainder Multiples, factors, factor pairs, common factors, common multiples, prime, composite, square numbers, cube numbers, odd, even, multiply, divide, place holder | | Equivalent, denominator, numerator, common multiple, lowest common multiple, simplify, improper fraction, mixed number. | -quadrant, reflection, translation, co-ordinate, vertex, polygon, x axis, y axis |
| Resources | (Place value grids, place value counters, part whole model, base 10, number line, part-whole models, place value cards, | Place value counters  calculation mats  gattegno chart  bar models | | Multi link cubes  fraction wall | Grids – 4 quadrants |
| Cross curricular maths | ANIMALS INCLUDING HUMANS Science link – results – children collect their own data to present in line graphs focusing on accurately plotting points and choosing an appropriate scale  XMAS SHOPPING – chn work in groups and use their knowledge of the four methods to shop on a budget. | Create information posters on how to carry out these calculations and display around the class make instructional videos for the website and for other year groups | |  | Battle ships |

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| Subject – Science. Topic – Animals including Humans | |
| Curriculum Coverage | Pupils should be taught to:   identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood   recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function   describe the ways in which nutrients and water are transported within animals, including humans.  Scientific Enquiry - To recognise the impact of exercise on the way their bodies function   * To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate * To record data and results of increasing complexity scatter, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written form |
| Rational | Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Children will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body. |
| Pedagogy | Pupils recall previous knowledge from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) by labelling a diagram to show what they already know to explore and answer questions that help them to understand how the circulatory system enables the body to function. Conduct a scientific enquiry into the impact of exercise on our bdies as well as tracking their fitness levels over time (PE). Investigate the impact of a healthy lifestyle. Work in groups to find out and present the dangers of drugs and alcohol. |
| Enhancements | Heart dissection  cross curricular – PE fitness  create their own workout to explore the impact of exercise on the way their body functions. |
| Skills developed | * Demonstrate prior knowledge of systems within the human body. * Explain the specific functions of the lungs in the circulatory system. * Understand the processes of how water and nutrients are transported in the body. * State the beneficial impact of a healthy diet and exercise on the human body. * Describe how smoking cigarettes impacts negatively on the body. * Decide on the most appropriate type of investigation for their question. * Take repeat readings if necessary. * Report the degree of trust they have in their results. |
| Knowledge acquired | * I can identify and name the parts of the human circulatory system * I can describe the functions of the main parts of the circulatory system. * I can explain how water and nutrients are transported within the body * I can describe how diet and exercise impact on human bodies * I can plan a scientific enquiry * I can record, report and present results appropriately * I can explain the impact of drugs and alcohol on the body * I can describe how scientific evidence highlighted the dangers of smoking. |
| vocabulary | Circulatory system, circulation, capillaries, heart, aorta, vena cave, arteries, veins, pulmonary system, lungs, function, nutrients, blood vessels, pulse rate, chambers, dissection, red and white blood cells, platelets, plasma, drugs, alcohol, healthy lifestyle, heartrate. |

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| Subject – History. Topic – Who were the Ancient Greeks? | |
| Curriculum Coverage | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Ancient Greece – a study of Greek life and achievements and their influence on the western world  the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day |
| Rational | This unit forms the basis of the Topic this term. The focus is applying what they find out about Ancient Greece to investigate the impact the Ancient Greeks have had on the western world. We will identify where Ancient Greece is placed on a time line and relate to the other topics we have covered. We will then find out about everyday life in Greece including beliefs and myths before identifying the impact that the Ancient Greeks had. |
| Pedagogy | This will be taught through a cross curricular approach. The children will employ an investigative approach using skills of research independently and in small groups. |
| Enhancements | Hire Greek artefact box. Greek day (launch) including Greek food, identifying on a map, globe, Greek fashion host our own ancient greek olympics |
| Skills developed | Chronological Understanding   * make comparisons between different times in the past * use relevant dates and terms * sequence up to 10 events on a time line   Range and depth of historical knowledge   * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings * Study different aspects of different people - differences between men and women * Examine causes and results of great events and the impact on people * Compare beliefs and behaviour with another time studied * Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation * Know key dates, characters and events of time studied   Interpretations of history   * Compare accounts of events from different sources – fact or fiction * Offer some reasons for different versions of events * Confidently use the library and internet for research   Historical Enquiry   * Recognise primary secondary sources * Use a range of sources to find out about an aspect of time past * Suggest omissions and the means of finding out * Bring knowledge gathered from several sources together in a fluent account   Organisation and Communication   * Select and organise information to produce structured work, making appropriate use of dates and terms. |
| Knowledge acquired | * Understand and use the terms AD and BC * explain some of the differences between Athens and Sparta and identify reasons for these differences * understand the idea of democracy * explain how the ancient Greek civilisation was organised * children name some of the Olympian god * children know some of the ancient Greek myths * ask and answer questions about daily life in ancient Greece? * can children explain what daily life was like for citizens of ancient Greece? * children name some famous ancient Greeks * children describe some of the things that were started in ancient Greece that we still do or use today * children discuss how different our civilisation would be if the ancient Greeks hadn’t existed * children summarise what they have learnt about ancient Greece? * children recall facts about ancient Greece * children recall specific details such as dates and names |
| vocabulary | AD (Anno Domini) , BC (Before Christ), democracy, reliable, evidence, Athenian, Spartan, Olympians, mythical, civilisation, Polis (city states), unified, government, citizens, warfare, artefacts, phalanx, cuirass, catapult, crossbow, battering ram, trireme, homer, Herodotus, Thucydides, Arrian, Trojan, titans, Zeus, Apollo, Aphrodite, Hermes, Artemis, Hephaestus, Poseidon, Hades Hestia Hera Ares, Athena, Perseus, Medusa and the Gorgans, Marathon, Persian Empire, |

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| Subject – Geography. Topic – All about Greece | |
| Curriculum Coverage | Locational knowledge   * 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 * 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)   Place knowledge   * 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   Geographical skills and fieldwork   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Rational | This small unit forms part of the overall class topic on Ancient Greece. The focus is on map and atlas work as well as identifying the key physical and human features of Greece. Children should then apply this knowledge to create persuasive pieces on why we should visit Greece which will form part of our webpage on Ancient Greece. |
| Pedagogy | This geography unit will be taught through our whole class topic on Ancient Greece and through English as we write persuasive pieces on visiting Greece. It also links with computing as we design web pages on ancient Greece. |
| Enhancements | Greek day(launch) including Greek food, identifying on a map, globe, Greek fashion, Greek writing |
| Skills developed (transferable) | Geographical Enquiry   * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided  Analyse evidence and draw conclusions   Direction / Location   * Use 4 figure co-ordinates confidently to locate features on a map. * Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.   Drawing Maps   * Draw a variety of thematic maps based on their own data   Representation   * Use atlas symbols   Using Maps:   * Locate places on a world map. * Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns   Scale/Distance:   * Draw/use maps and plans at a range of scales.   Style of Map   * Confidently use an atlas.  Recognise world map as a flattened globe. |
| Knowledge acquired  (Subject specific) | Locate Greece on a world map  Explain the terms AD and BC  Identify and discuss the climate and physical features of mainland Greece and its islands  Know what the population of Greece is  Can explain the Greek culture in relation to: Food, Religion, Clothes, Cinema, Dance and Music  Identify longitude and latitude, equator and Northern and Southern Hemispheres. |
| vocabulary | Climate, terrain, population, culture, physical features, human features, Europe, Mediterranean, Atlantic, mainland, inhabited, gorges, chasms, Olympus, precipitation, Aegean sea  Sea of Crete, Ionian sea, Turkey, Albania, Macedonia, Bulgaria, Athens, |

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| Subject – Design and Technology. Topic –Ancient Greeks | |
| Curriculum Coverage | Design   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  Make   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  Evaluate   investigate and analyse a range of existing products   evaluate their ideas and products against their own design criteria and consider the  views of others to improve their work   understand how key events and individuals in design and technology have helped  shape the world |
| Rational | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment] |
| Pedagogy | Children will work in groups to plan, design, build, adapt and evaluate a Greek chariot. |
| Skills developed | Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. |
| Knowledge acquired | Technical knowledge   apply their understanding of how to strengthen, stiffen and reinforce more complex  structures   understand and use mechanical systems in their products [for example, gears, pulleys,  cams, levers and linkages]   understand and use electrical systems in their products [for example, series circuits  incorporating switches, bulbs, buzzers and motors]   apply their understanding of computing to program, monitor and control their products. |
| Vocab learnt | Greek chariot, mechanism, wheel, engineer, reflect |

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| Subject – R.E. Topic – What do religions say to us when life gets hard? | |
| Curriculum Coverage | Strand: Believing  Religions and worldviews: Christians, Hindus and nonreligious responses (e.g Humanists). This unit also includes learning on Muslims.  • What questions have you got about what happens when we die?  • What do some people think carries on after we have died? What is our soul?  • Do some people believe that you come back to life as a different thing? What is reincarnation?  • Do you get to heaven if you do things wrong?  • What do Christians think happens when we die?  • What do people who don’t believe in God think happens when we die?  • What different ideas are there about what happens when we die? What do I think? |
| Rational | This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit. |
| Pedagogy | 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. |
| Enhancements | Muslim faith visitor  visit from members of the community to answer questions on their different beliefs |
| Skills developed (transferable) | Children should be able to:  • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).(Emerging)  • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).  • Express ideas about how and why religion can help believers when times are hard, giving examples (B2).(Expected)  • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  • Explain some similarities and differences between beliefs about life after death (B2).  • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).  • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).(Exceeding)  • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). |
| Knowledge acquired  (Subject specific) | Children should know:  • Consider questions such as: What happens when we die?  • Ask some questions of my own about life after death and suggest two different answers to the questions.  • Describe the impact that the belief that we have a soul might have on the way someone might live their life.  • Describe the Hindu belief in reincarnation and Karma.  • Find out more about Hindu beliefs about Karma and reincarnation.  • Consider questions such as: Will people behave differently in life if they believe in reincarnation? Why?  • Look for similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation.  • Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.  • Think of reasons why some people might be comforted by their beliefs when someone dies.  • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death.  • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.  • Describe how not believing in life after death might make a difference to how someone lives.  • Look for similarities and differences between nonreligious and Christian beliefs about the afterlife.  • Think of reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs.  • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.  • Describe their own ideas about life after death reflecting on ideas from at least two religions studied. |
| Vocab learnt | Moksha, Karma, Dharma, Reincarnation, judgement, sin, ceremony, repentance. |

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| Subject – Music. Topic – Young Voices | |
| Curriculum Coverage |  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| Rational | Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. |
| Pedagogy | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory |
| Enhancements | Christmas choir performance at the village market |
| Skills developed (transferable) | develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement |
| Knowledge acquired  (Subject specific) | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory |

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| Subject – Art and Design. Topic – Clay – Greek pottery | |
| Curriculum Coverage | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   to improve their mastery of art and design techniques, including sculpture with a range of materials for example clay |
| Rational | children will study a front and back view of the pottery design so that children can get a sense of the attention to detail which went into these Greek pottery designs.  There are several different types of pottery shown so children can see the range of ancient Greek pottery which has been uncovered by archaeologists. |
| Pedagogy | Taught as part of the cross curricular unit about ancient Greeks. children will study a front and back view of the pottery design so that children can get a sense of the attention to detail which went into these Greek pottery designs.  There are several different types of pottery shown so children can see the range of ancient Greek pottery which has been uncovered by archaeologists. |
| Skills developed | The national curriculum for art and design aims to ensure that all pupils:   produce creative work, exploring their ideas and recording their experiences   become proficient in sculpture techniques   evaluate and analyse creative works using the language of art, craft and design   know about the cultural development of their art forms |
| Knowledge acquired | children can get a sense of the attention to detail which went into these Greek pottery designs.  There are several different types of pottery shown so children can see the range of ancient Greek pottery which has been uncovered by archaeologists. children learn how to create vase shapes using sculpture techniques to mould clay into different shapes. They use clay techniques such as scoring to add detail to their designs. |
| Vocab learnt | pottery, red and black, kiln, archaeology, artefact, score, coil, slab, ceramic, detail, |

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| Subject – Art – Greek masks | |
| Curriculum Coverage | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:  ♣ 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) |
| Rational | To create a comedy or tragedy Ancient Greek theatre mask and gain a background in Ancient Greek theatre. The masks will be made individually and include research beforehand. The pupils will sketch their ideas before reproducing these on card and using tissue paper and glue to create the relief effect. They will also use black and orange paper to create a design for a Greek vase again including research and a collection of ideas beforehand. |
| Pedagogy | The pupils will be able to make links between what they are creating and their knowledge of the Ancient Greeks through other subjects having an impact on what they produce. |
| Skills developed | Exploring and Developing Ideas:   * Select and record from first 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   Evaluating and Developing work:   * 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.   Drawing:   * 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.   Collage:   * Awareness of the potential of the uses of material. * Use different techniques, colours and textures etc when designing and making pieces of work. * To be expressive and analytical to adapt, extend and justify their work.   3D Form:   * Describe the different qualities involved in modelling, sculpture and construction. * Use recycled, natural and manmade materials to create sculpture. * Plan a sculpture through drawing and other preparatory work. |
| Knowledge acquired | * understand the significance of the comedy and tragedy masks both in the past and today * design and create a mask based on the features of ancient Greek comedy and tragedy masks * can children evaluate their finished artwork * how to manipulate tissue paper to create shape and texture * a knowledge of the designs depicted on Ancient Greek vases * how to use shape to create different scenes and images creating different affects. |
| Vocab learnt | Comedies, tragedies, texture, expression, influence, prologue, symbol, audience, impact, relief, sculpture, metallic |

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| Subject – P.E. Topic – Dance – Christmas performance | |
| Curriculum Coverage | Dance:   * Compose creative & imaginative dance sequences with a clear stimulus, performing expressively and precisely. * Display an understanding of fair play, working well with others & leading a medium sized group. * Utilise new skills in competitive situations, individually or part of a team. |
| 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. The pupils will research the dance moves of the 60s to link with our Earth and Space topic (moon landing). We will listen to music from the era and reproduce some of the steps used before working on movements together in small groups. |
| Pedagogy | The children will build on previous sessions in dance by creating their own sequence of movements based on 60s dance moves. They will listen to and respond to the music while working in pairs and small groups. We will use video to self-assess and reflect on our movements and therefore improve them. |
| Enhancements | Performance for others |
| Skills developed (transferable) | Children should be able to:   * List some of the keywords they have learnt during the lesson. * Create new ways to move to the music. * Use the stimulus to inspire them to create new gestures. * Listen and respond to music. * Link a sequence of movements in time to the music. * Work collaboratively with others. * Use all of their body for expression in dance. |
| Knowledge acquired  (Subject specific) | Children should know:   * How to respond in the correct manner to commands (Inside, Outside, Freeze etc). * How to repeat some simple sequences of movements relating to a stimulus. * How to create some complex sequences of movements relating to a stimulus. * How to improve the accuracy and precision of their movements. * How to use knowledge of composition to create short motifs. * How to combine motifs to develop a dance. |

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| Subject – PE. Topic – DANCE (Zorba the Greek) | |
| Curriculum Coverage | * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Rational | The pupils will research traditional Greek dance and watch examples. WE will listen to Zorba the Greek and reproduce some of the steps used in Greek traditional dance before working on movements together in small groups. |
| Pedagogy | The children will build on previous sessions in dance by creating their own sequence of movements based on traditional Greek dance. They will listen to and respond to the music while working in pairs and small groups. We will use video to self-assess and reflect on our movements and therefore improve them. |
| Enhancements | Performance for others |
| Skills developed (transferable) | Listening to and responding to music  Linking a sequence of movements in time to the music  Working collaboratively with others  How to use all of our body for expression in dance |
| Knowledge acquired  (Subject specific) | Steps used in traditional Greek Dance  Know how to improve the accuracy and precision of their movements  Use knowledge of composition to create short motifs  Know how to combine motifs to develop a dance |

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| Subject – P.E. Topic – Archery/Fitness | | |
| Curriculum Coverage | Archery | Fitness  -compare their performances with previous ones and demonstrate improvement to  achieve their personal best  -develop flexibility, strength, technique, control and balance |
| Rational | Sports coach – see PE lead | They should develop an understanding of how to improve in fitness and learn how to evaluate and recognise their own success. |
| Pedagogy | See PE lead | To work in groups to improve fitness through a circuit  To create their own circuit |
| Enhancements | Sports coach  extra curricular activity  expose children to something new  master a new skill | Cross curricular – science – impact of exercise on the way our bodies function |
| Skills developed (transferable) | See PE lead | To improve Cardiovascular Endurance  To understand the importance of Cardiovascular Endurance in everyday life To understand the importance of muscular endurance in our everyday lives  To understand the importance of muscular strength in our everyday lives  To measure their pulse  To understand the importance of Flexibility in our everyday lives  To know all the areas of fitness we can improve through training |
| Knowledge acquired  (Subject specific) | I have contacted first steps for this information | Week 1: To improve Cardiovascular Endurance  To Take part in a continuous training session  To understand the importance of Cardiovascular Endurance in everyday life  Week 2: To develop muscular endurance  To understand the importance of muscular endurance in our everyday lives  To complete a circuit  Week 3: To develop muscular strength  To understand the importance of muscular strength in our everyday lives  To complete a circuit  Week 4: To understand the importance of Fitness in our everyday lives  To complete a HIIT Workout and measure pulse after  Week 5: To develop Flexibility  To understand the importance of Flexibility in our everyday lives  To complete a Circuit and work in pairs  Week 6: To know all the areas of fitness we can improve through training  To work in groups to improve fitness through a circuit  To create their own circuit |

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| Subject – Computing. Topic – Kodu programming | |
| Curriculum Coverage | -Select, use and combine a variety of software, including evaluating and presenting data and information. Use logical reasoning to explain how some simple algorithms work. -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |
| Rational | This unit introduces children to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor. It is designed to be accessible by children and enjoyable by anyone. |
| Pedagogy | Children work in pairs to design and build their own game |
| Enhancements | As well as on PC, Kodu is also available via Xbox 360, which adds appeal for many children. Each sample game is editable so after playing, they can be opened up to see how they work |
| Skills developed (transferable) | • Follow instructions given in the Kodu programming environment.  • Describe the actions of a sequence of Kodu commands.  • Use tools to change the size of the ground and raise or lower the landscape.  • Decompose code into smaller parts and explain it in their own words.  • Create a race track with an end goal for a game.  • Program a character to follow a path. |
| Knowledge acquired  (Subject specific) | I can investigate and evaluate the features of programming software. • I can program Kodu using ‘When’ and ‘Do’ instructions.  • I can use tools and add features to create an original landscape in Kodu.  • I can analyse and deconstruct code to work out its purpose.  • I can program a character to be controlled around a custom track to reach a goal.  • I can program a character to follow an automatic path. |

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| Subject - Computing - Topic – Spreadsheets | |
| 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 | Children are given an understanding of spreadsheets and how they can be used. In the first five lessons, a different spreadsheet template is provided in which children learn skills in formatting and entering specific formulas. Lessons 4 and 5 include investigative skills in using the spreadsheet to solve specific problems. Examples include number calculations, sports league tables, test scores, and budget planning. The final lesson allows an open-ended task for pupils to design their own spreadsheet, with ideas and direction provided for particular purposes. This final lesson can also be used for some pupils to return to or complete any previous spreadsheet tasks which may not have been finished. |
| Pedagogy | To be taught with a strong link to maths and calculations. |
| Enhancements | After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own. Complete league tables for a homework project. |
| Skills developed (transferable) | Be able to enter formulae into cells.  Edit data and discuss the effect on results.  Use further functions including AVERAGE, MIN and MAX.  Create graphs.  Design their own spread sheets for a specific purpose. |
| Knowledge acquired  (Subject specific) | • I can enter data and formulae into a spreadsheet.  • I can order and present data based on calculations.  • I can add, edit and calculate data.  • I can use a spreadsheet to solve problems.  • I can design a spreadsheet for a specific purpose.  • I can plan and calculate a spending budget. |

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| Subject – Learning for Life Topic - Relationships | |
| Curriculum Coverage | 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.  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. |
| Rational | PSHE education is a planned programme of learning though 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) | Pupils should be able to:   * Understand what attracts them to others. * Understand romantic relationships, civil partnership and marriage. * Recognise and manage pressure. * Understand consent in different situations. * Express their opinions and respect that of others. * Discuss topical issues respectfully. |
| Knowledge acquired  (Subject specific) | Pupils should know:   * How to explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples. * How to explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other. * How to explain shared responsibility where pressure is put on someone to do something. * How to explain how to respond to pressure from others and how to manage it? Can they explain where to get support. * How to explain how to constructively challenge points of view they disagree with. |
| Vocab learnt | Attraction, healthy relationships, positive relationships, marriage, variety, families, couples, love, commitment, shared responsibility, dares, pressure, challenges, privacy, personal boundaries, strategies, coping, support, challenge, respect, dispute, debate. |