
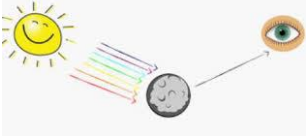













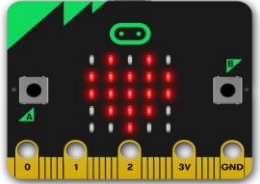





YEAR 6	AUTUMN 1 The Maya	AUTUMN 2 Changes	SPRING 1 High Energy	SPRING 2 World War II	SUMMER 1 Crime and Punishment	SUMMER 2 Transitions
SCIENCE 2024-2025	<p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Living Things and Their Habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Scientific enquiry linked to previous learning</u></p>	<p><u>Animals including Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> 	<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>Light</u></p> <p>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>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>  <p><u>Scientific enquiry linked to previous learning</u></p>	
HISTORY	<u>How did the Maya civilisation compare to the Anglo-Saxons? (Autumn 1)</u>		<u>What was the impact of World War 2 on the people of Britain? (Spring 2)</u>		<u>Crime and Punishment (Summer 1)</u> <i>NC: a study of an aspect or theme in British history that extends pupils'</i>	


	<p><i>NC: a non-European society that provides contrasts with British history</i></p> <p>Compare the Mayas and the Anglo-Saxons. Learn about the Maya civilisation. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, examine theories into how the Maya cities declined.</p> 	<p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people's lives. Investigate the impact of the war on women. Evaluate the effectiveness of primary sources.</p> 	<p><i>chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglo-Saxons. Gain a clear understanding as to why we have the laws we have today</p>
<p>GEOGRAPHY</p>	<p><u>Why does population change?</u> (Autumn 2)</p> <p>Investigate why certain parts of the world are more populated than others. Explore birth and death rates. Discuss social, economic and environmental push and pull factor. Learn about the population in Britain and its impacts.</p> 	<p><u>Where does our energy come from?</u> (Spring 1)</p> <p>Learn about renewable and non-renewable energy sources. Learn where they come from and their impact on society, the economy and the environment.</p> 	<p><u>Can I carry out an independent fieldwork enquiry?</u> (Summer 2)</p> <p>Develop their own enquiry question. Analyse data. Observe, measure, record and present their own fieldwork study of the local area.</p> 

<p>PHSE</p>	<p><u>Me and my Relationships</u></p> <p>Give examples of negotiation and compromise. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Explain what inappropriate touch is and give example.</p>	<p><u>Valuing Difference</u></p> <p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. Challenge gender stereotypes.</p>	<p><u>Keeping Safe</u></p> <p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Explain some ways</p>  <p>of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Understand that drugs can have both medical and non-medical uses. Explain why some people believe that more young people drink alcohol than actually do</p>	<p><u>Being My Best</u></p> <p>Tell you how I can overcome problems and challenges on the way to achieving my goals.</p>  <p>Give examples of an emotional risk and a physical risk. Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p>	<p><u>Growing and Changing</u></p> <p>Give an example of a secret that should be shared with a trusted adult. Tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	<p><u>Rights and Respect</u></p> <p>Explain why people might show certain aspects of themselves and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we</p>  <p>can live in a more 'sustainable' way. Learn about democracy in Britain such as elections and how laws are made. Explain the advantages and disadvantages of different ways of saving money. *Enterprise*</p> <p><u>Transition to secondary school.</u></p>
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			(misperceive the norm).		
ART	<p>Drawing: Make my voice heard From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p> 	<p>Painting and mixed media: Artist study Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> 	<p>Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> 		
DESIGN TECHNOLOGY	<p>Structure: Playgrounds (Autumn 1) Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p>  <p>Textiles: Christmas DT Week Christmas decorations Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a Christmas decoration for a gift.</p>	<p>Mechanical Systems - Automata Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p>	<p>Cooking and Nutrition - Come Dine with me WW2 style Develop a three-course menu focused on ingredients available at the time, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p> <p>Electrical Systems: Steady Hand Game</p>	<p>Digital world: Navigating the world Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> 	

<p>COMPUTING</p>	<p><u>Communication</u></p> <p>Learn about the World Wide Web as a communication tool and how we find information on the internet, through learning how search engines work.</p>	<p><u>Sensing</u></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence, repetition, selection and variables.</p> 	<p><u>Creating media – Web page creation</u></p> <p>Create websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate a website using Google Sites.</p>	<p><u>Variables in games</u></p> <p>Explore the concept of variables in programming through games in Scratch. Learn what variables are, and relate them to real-world examples of values that can be set and changed.</p> 	<p><u>Data and info – Spreadsheets</u></p> <p>Learn to use spreadsheets. Organise data into columns and rows to create data sets.</p>	<p><u>Creating media – 3D Modelling</u></p> <p>Develop their knowledge and understanding of using a computer to produce 3D models.</p>
<p>MUSIC</p>	<p><u>Music Genres</u></p> <ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music. 	<p><u>Ukelele: Stage 2</u></p> <ul style="list-style-type: none"> * Accompany a melody using chords. * Continue to develop opportunities for ensemble music playing. * Read and play from stave notation. * Use equivalent rests. * Use dynamics. 	<p><u>Inspiration and Expression</u></p> <ul style="list-style-type: none"> * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a variety of music. * Create music with multiple sections that includes repetition, contrast, dynamics and articulation. 	<p><u>1940's Music</u></p> <ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, traditions, history and social context of a wide variety of music. 	<p><u>Composing:Film</u></p> <ul style="list-style-type: none"> * Listen to music from western classical tradition, and from film, popular music and world music. * Develop knowledge and understanding of the stories, origins, history and social context of a wide variety of music. 	<p><u>Singing Skills</u></p> <ul style="list-style-type: none"> * Use dynamics. * Sing rounds in four parts. * Sing songs in three parts, focus on balance between parts. * Sing a broader range of songs, including those with syncopation.

	<ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Have opportunities to experience live music making. 	<ul style="list-style-type: none"> * Perform to an audience. 	<ul style="list-style-type: none"> * Compose a melody in the key of G major or E minor using simple phrases. * Enhance melodies with chords. * Compose a song. 	<ul style="list-style-type: none"> * Listen to a wide range of recorded performances. * Play a melody written on a stave. * Read and play from stave notation. 	<ul style="list-style-type: none"> * Use a short sequence from a film to create a soundtrack. * Enhance melodies with chords. * Create music with multiple sections that includes repetition, contrast, dynamics and articulation. 	<ul style="list-style-type: none"> * Encourage accurate pitch and appropriate style. * Sing solos and duets. * Perform to an audience.
R.E.	<p><u>How do Sikhs symbolise their commitment? (CU2.2)</u></p> <p>This unit further develops the knowledge and understanding of Sikhism including worship and practices. Children will learn about symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p> 	<p><u>What is the significance of Easter, Ascension and Pentecost? (FU2.11)</u></p> <p>(Previously called- What do Christians believe about Jesus' death and resurrection?) This unit explores how Christians understand the significance of Jesus' death and resurrection, considering passages from the bible, such</p>	<p><u>What do Christians believe about the old and new covenants? (CU2.6)</u></p> <p>This unit explores some of the different covenants (agreements)</p>  <p>between God and various key figures in the Bible in both the Old and New Testament, including</p>	<p><u>Why are rites of passage important? (FU2.13)</u></p> <p>(Previously called - How does growing up bring responsibilities and commitments?)</p> <p>One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about</p>	<p><u>What values do people live by? CU2.3</u></p> <p>This unit helps children think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. The unit works towards an</p>	

		<p>as: Palm Sunday, Maundy Thursday and the Last Supper, Good Friday and the crucifixion and Easter day and the empty tomb. Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p> 	<p>Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p>	<p>their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p>	<p>understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas.</p>	
P.E.	<p>Teacher Led PE: Football (outdoors)</p> <p>Children will implement a range</p>	<p>6 BIRCH PPA P.E: Dance</p> <p>Children will work collaboratively to</p>	<p>6 CHESTNUT PPA PE: Badminton</p> <p>Children will develop a wider</p>	<p>6 BIRCH PPA P.E: Gymnastics</p> <p>Children will demonstrate accuracy, consistency,</p>	<p>Teacher Led PE: OAA</p> <p>Children will work</p>	<p>6 CHESTNUT PPA P.E: Athletics</p> <p>Children will apply strength and flexibility to</p>

	<p>of strategies to attack and defend.</p> <p>Children will perform a wider range of skills.</p> <p>Children will suggest, plan and lead simple drills.</p> <p>Children will recognise and describe good performances.</p>	<p>include more complex compositional ideas.</p> <p>Children will understand and talk about different styles of dance.</p> <p>Children will use appropriate language and terminology.</p> <p>6 BIRCH PPA PE <u>Basketball</u></p> <p>Children will apply aspects of fitness to their game: strength and power.</p> <p>Children will choose and implement a range of strategies to play defensively and offensively.</p> <p>Children will grasp more technical aspects of the game.</p> <p>6 CHESTNUT Teacher Led PE: <u>Basketball</u></p>	<p>range of shots: inc drop and smash.</p> <p>Children will begin to use more sophisticated tactics.</p> <p>Children will begin to play with fluency with a partner.</p> <p>6 CHESTNUT PPA P.E: Dance</p> <p>Children will work collaboratively to include more complex compositional ideas.</p> <p>Children will understand and talk about different styles of dance.</p> <p>Children will use appropriate language and terminology.</p> <p>6 BIRCH Teacher Led PE <u>Badminton</u></p>	<p>and clarity of movement.</p> <p>Children will arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Children will experience flight on and off of high apparatus.</p> <p>6 BIRCH/6 CHESTNUT Teacher led PE: <u>Cricket (outdoors)</u></p> <p>Children will apply and play within cricket rules.</p> <p>Children will attempt a small range of recognised shots.</p> <p>Children will use a range of tactics for attacking & defending.</p> <p>Children will play in the role of bowler, batter and fielder.</p>	<p>collaboratively to complete tasks.</p> <p>Children will undertake more complex tasks and take responsibility for a role.</p> <p>Children will use knowledge of physical activities to suggest design ideas and amendments to games.</p>	<p>throwing, running and jumping.</p> <p>Children will accurately and confidently judge across a variety of activities.</p> <p>Children will work in collaboration to demonstrate improvement.</p> <p>6 CHESTNUT PPA P.E: Gymnastics</p> <p>Children will demonstrate accuracy, consistency, and clarity of movement.</p> <p>Children will arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Children will experience flight on and off of high apparatus.</p> <p>6 BIRCH Teacher Led P.E: Athletics</p>
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		<p>Children will apply aspects of fitness to their game: strength and power.</p> <p>Children will choose and implement a range of strategies to play defensively and offensively.</p> <p>Children will grasp more technical aspects of the game.</p>	<p>Children will develop a wider range of shots: inc drop and smash.</p> <p>Children will begin to use more sophisticated tactics.</p> <p>Children will begin to play with fluency with a partner.</p>			<p>Children will apply strength and flexibility to throwing, running and jumping.</p> <p>Children will accurately and confidently judge across a variety of activities.</p> <p>Children will work in collaboration to demonstrate improvement.</p> <p><u>Teacher Led PE after SATs Rounders</u></p> <p>Children will apply rounders rules consistently.</p> <p>Children will play games using standard rounders pitch layout.</p> <p>Children will use a range of tactics for attacking & defending.</p> <p>Children will play in the role of bowler, batter and fielder.</p>
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MFL
Niveau
Tricolore

Learn the months of the year. Understand capitalisation when writing the date. In French, the months only begin with a capital letter if they are the first word in the sentence. Learn about informal speech. Practise asking how someone is and varying responses.



Revise formal and informal speech. Learn how to say what nationality you are and how to say what languages are spoken in the UK. Compare the English and French alphabet and learn how to spell your name. Understand adjectival agreement for singular and plural nouns and revise dictionary skills.

Use a speaking frame to help hold a conversation in French. Talk about school: what time you arrive, how you get to school, what subjects you have and what you enjoy doing at playtime. New grammar points include conjugated verbs and the definite article (*le, la, l' and les*).



Talk about your family: learn how to introduce a family member, talk about your parents' jobs, say if you have a brother or a sister or if you are an only child, say if you have a pet. Learn the possessive adjectives: *mon, ma and mes*.

As-tu un animal? Oui, j'ai un chien.

Talk about what you like to wear. Use a speaking frame to talk about the weather. Learn how to make a complex sentence with a main clause saying what I like to wear and a subordinate clause describing the weather.

Quand il y a du soleil, j'aime porter un tee-shirt.

il fait froid



Be able to count up to 70.

Revise the function of a preposition and a pronoun. Use a vocabulary sheet to describe activities that people do in their leisure time and the activities that you like to do in your leisure time. Learn how to say what you are going to do using *le future proche – aller + infinitive*. Knowledge of France: learn about Bastille Day (*le quatorze juillet*), the national motto of France (*Liberté, égalité, fraternité*) and the popular game of boules in particular pétanque.