

Year 6 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Floodland</p>		 <p>Rose Blanche</p>	 <p>Friend or Foe</p>	 <p>Skellig</p>	 <p>Macbeth</p>
English – writing opportunities	<p>Letter writing Persuasive Writing Balanced Argument Character description Narrative – Continue story</p>	<p>Character description Poetry analysis/composition Poetry recital Inference behind motivation of character in a poem Residential persuasive writing Story writing Balanced Argument</p>	<p>Diary Entries Letter writing (Formal and informal) Recounts told from different perspectives.</p>	<p>Recounts Diary writing Newspaper reports Propaganda Writing</p>	<p>Descriptive writing Writing in role Poetry writing Non chronological report Speaking and listening drama</p>	<p>Character description Playscript - drama Poetry recital inference Write a poem</p>
English - SPAG	<p>Identify rhetorical questions in texts Identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i> Identify modal verbs in sentence e.g. <i>should, may</i> Revise spellings of a wide set of regular and irregular past tense verbs e.g. <i>bought, brought</i> Use a colon to introduce a list; discuss and use com-</p>	<p>Identify synonyms and antonyms Identify the possessive pronoun e.g. <i>her, our, my</i>; Compose expanded noun phrases and apply to writing Identify parenthesis in texts; discuss the extra information provided Sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i> Model and practise punctuating parenthesis, using pairs of commas, dashes or brackets</p>	<p>Find all the determiners in a given sentence Identify preposition phrases in sentences, including prepositions of place and time Convert short extract from present to past tense, and vice versa Revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i>; edit and improve given examples</p>	<p>Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity Use a single dash Independently find the antonyms to a set of given words Identify commands, questions and exclamations from more abstract possibilities (which may be indirect) Write a variety of sentence types when writing dialogue Write formal and informal sentence</p>	<p>Compare sentences in simple past with perfect past verb form Use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon Apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i></p>	<p>Employ and control a variety of verb forms in spoken and written contexts Identify 1st or 3rd person when reading Use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon Apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i></p>

	<p>mas, semi-colons and colons to separate clauses effectively</p>	<p>Confidently identify the subject and object/s of a sentence</p>	<p>Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash Identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i></p>	<p>Identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i></p>		
<p>Maths – White Rose</p>	<p>Place Value Knowledge To know the value of digits up to 1 000 000 To understand that Place Value columns follow consistent patterns. To understand the relationship between columns and the construction of numbers. To understand that a number line extends beyond zero Skill I can revise partitioning, exploring both standard and nonstandard ways of composing numbers. I can read and write large numbers in words I can multiply and divide by 10 100 and 1000 and one tenth, one hundredth and one thousandth. I can round any integer. I can add and subtract negative and positive numbers.</p>	<p>Four Operations Knowledge To add and subtract integers of any number of digits To divide and multiply using a variety of methods. To use the formal column method To practice mental strategies To reinforce understanding of factors To find common multiples of two or more numbers To identify the lowest common multiple of two or more numbers. Prime numbers to 100 Skill I can use my understanding of place value. I can solve multi step problems choosing the correct operation and method. I can identify prime numbers less than 100. I can recall prime numbers to 19 I can use squared and cubed numbers. I can multiply up to 4 x 2 digits. I can solve word problems and/or multi step problems. I can divide by various methods and recognise remainders.</p>	<p>Fractions A and B Converting Units Knowledge Build on prior knowledge of equivalent fractions and fractions in their simplest form. Use knowledge of common factors to simplify fractions To know that multiplying fractions by integers is the same as repeated addition. To find fractions of amount using bar models. To convert units of measurement, metric and imperial. Skill I can use number lines to count forwards and backwards in fractions and to find equivalent fractions. I can compare and order fractions with same and different denominators and/or numerators. I can use bar models to compare fractions. I can add and subtract any two fractions. I can add and subtract mixed numbers. I can solve multi step fractions answering in simplest</p>	<p>Ratio and Proportion Algebra and Decimals Knowledge To use multiplicative and additive skills to explore ratio. To understand the language of ratio. To simplify ratio. To learn the meaning of algebraic terms. To know that letters represent numbers. To represent numbers up to 3 decimal places. To recognise and partition decimal numbers. To round numbers up to 3 decimal places. Skill I can use my knowledge of fractions to help with ratio. I can use a scaled diagram to help understand ratio. I can draw scaled diagrams. I can recognise scaled diagrams. I can solve word problems involving ratio. I can identify corresponding angles and size and use my protractor skills. I can use a double number line to help solve proportion problems.</p>	<p>Fractions, Decimals and Percentages Area Perimeter and Volume Statistics Knowledge To explore more complex equivalence. To convert between fractions, decimals and percentages. To perform multiple exchanges to find other equivalents. To find the area and perimeter and volume of shape. To draw and read and interpret line graphs, pie charts and dual bar charts. To be familiar with the language of 'mean'. Skill I can compare and order fractions, decimals and percentages. I can find percentages of amounts in multi steps. I can find the whole number from a given percentage. I can find efficient ways to find area and perimeter and volume of shape. I can find the area of any triangle. I can use formula to calculate area of any shape.</p>	<p>Geometry Position and Direction Knowledge To classify types of angles and use a protractor to measure an angle. To classify different types of triangles. To estimate the size of an angle before measuring. To calculate missing angles from given information. To know that vertically opposite angles are equal. To know that the interior angles of a triangle are 180. To explore angles of different quadrilaterals and polygons and be familiar with associated vocabulary. To understand the words radius, diameter and circumference. To know how to create a 3D shape from knowledge of 2D shapes. To identify nets of 3D shape. To recap what a coordinate grid is. To find the coordinate for a given point. To plot and then draw shape on a coordinate grid. Skill I can show what vertically opposite angles are.</p>

		<p>I can use mental strategies and estimate when appropriate.</p>	<p>form and converting between improper and mixed numbers. I can multiply and divide fractions by fractions or by whole numbers. I can use concrete and pictorial representation. I can recognise, read and write all metric, measures for length, mass and capacity. I can convert between units.</p>	<p>I can write and solve algebraic equations. I can write algebraic formula and expressions and know the difference. I can find missing values in algebraic equations. I can use an inverse operation to solve an algebraic equation. I can describe the difference between integer and decimal parts of a number. I can round numbers up to 3 decimal places. I can add and subtract different numbers of decimal places, exchanging between columns if needed. I can use bar and part whole models to understand decimals. I can multiply and divide between 10 100 and 1000 with decimal numbers up to 3 places. I can use the formal methods of multiplication and division when working with decimals.</p>	<p>I can find the volume of a cuboid. I can problem solve and interpret information with line graphs, pie charts and dual bar charts. I can draw pie charts, line graph and dual bar charts and use a protractor when necessary. I can calculate and understand the formula to calculate the 'mean'. I can reason and problem solve with 'the mean'.</p>	<p>I can calculate angles and missing angles. I can use inverse operations to calculate angles. I can calculate angles on a straight line and around a point. I know that angles in a quadrilateral add to 360 and can use this to calculate missing angles. I can recognise the relationship between radius and diameter. I can draw shapes when given specific dimensions. I can identify a 3D shape from a net and describe using appropriate properties. I can understand four quadrant coordinate grids and problem solve with them and plot and draw points. I can translate and reflect shape and points on a coordinate grid. I can describe reflection and translation points.</p>
<p>Science – White Rose knowledge and skills</p>	<p>Animals Including Humans Knowledge To explore the history of classification. To understand how micro-organisms can be divided into groups, according to common observable characteristics. To understand how plants can be divided into groups, according to common observable characteristics. To understand how animals can be divided into groups,</p>	<p>Electricity Knowledge Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Light Knowledge To identify different light sources and explain how shadows are formed. To identify light travels from a light source to an object, then to the eye. To know that light travels in straight lines and can change direction when reflected from an object. To know that light can change direction when</p>	<p>Circulatory System Knowledge To know the circulatory system is made up of the heart, blood vessels and blood. To identify the three main types of blood vessels and their roles. To understand the role of the heart and the difference between oxygenated and deoxygenated blood. Skills I can carry out a research project.</p>	<p>Diet, Drugs and Alcohol Knowledge To know how fats are classified and that the body needs vitamins. To learn about drugs and their effect on the body including pain killers. To learn about cigarettes and vaping. Skills I can research different drugs and their effects.</p>	<p>Variation, Adaptations and Fossils Knowledge In this unit children will apply their knowledge of evolution and inheritance to know: fossils tell us about how living things have changed over time characteristics passed from parents to their offspring animals and plants adapted to suit their environment</p>

	<p>according to common observable characteristics. To use and devise classification keys for living things, giving reasons for why animals and plants belong in a particular group.</p> <p>Skills</p> <p>Experimental and investigative work focuses on: Planning different types of scientific enquiries to answer questions Recording results of increasing complexity using scientific diagrams & labels, & classification keys Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentation Identifying scientific evidence that has been used to support or refute ideas or arguments Recognise and use appropriate terminology and topic specific vocabulary</p>	<p>Skills</p> <p>I can put into practice by taking on an electrical STEM challenge.</p> <p>I can recognize and use appropriate terminology and topic specific vocabulary</p>	<p>travelling through one medium to another.</p> <p>To identify how white light can be separated into different colours.</p> <p>Skills</p> <p>I can use light language and illustrations.</p> <p>I can discuss, communicate and justify my thinking.</p> <p>I can draw simple diagrams to explain how light travels.</p> <p>I can explain how shadows are formed.</p> <p>I can plan and execute a scientific enquiry investigating shadows.</p>	<p>I can explain what the composition of blood is.</p> <p>I can identify and label the four chambers of the heart.</p> <p>I can describe the functions of the heart, the four chambers, blood vessels and blood.</p> <p>I can explain the impact of diet on the heart.</p>	<p>I can identify the effects of drugs including cigarettes and vaping</p>	<p>and how may this lead to evolution</p> <p>paleontologists and scientists contributed to our understanding of the history of living things</p> <p>Skills</p> <p>Experimental and investigative work focuses on comparing fossils with animals from today, to see similarities and identify relationships between them.</p> <p>Identify observable characteristics such as hair colour, as well as hidden differences e.g. ability to roll the tongue, taste preferences, fingerprint patterns. Use these observations to highlight that we are all different – genetic diversity</p> <p>Recognize and use appropriate terminology and topic specific vocabulary</p>
<p>RE – Knowledge and Skills</p>	<p>CREATION/FALL Creation and science: conflicting or complementary? knowledge</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a</p>	<p>Gospel – What would Jesus do? knowledge</p> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and</p>	<p>Humanism – What is Humanism? Knowledge</p> <p>To know what humanism is</p> <p>To understand the values that humanists hold</p> <p>To know what humanists, believe in</p> <p>To know that humanists believe science is the best method to understand the world</p>	<p>Judaism – What does it mean to be Jewish in Britain today? Knowledge</p> <p>To describe what personal beliefs are and why they are held.</p> <p>To know what Jewish people believe and what makes the Torah special.</p> <p>To understand the importance of Passover and how it is celebrated.</p> <p>To know how and why Shabbat is celebrated.</p>	<p>Universal – What can be done to reduce racism? Can religion help? Knowledge</p> <p>To describe examples of what is unjust about relationships by referring to teachings on religion and world views.</p> <p>To explain how different religious leaders have responded to racism in and within their own communities.</p>	<p>Kingdom of God – What kind of a king is Jesus? knowledge</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited</p>

	<p>poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p> <p>Skills To research global warming and form an opinion based on your research. I can explain the difference between the Big Bang Theory and the Creation Story. I can discuss how Christians respond to scientific theory to understand how Christians use science and religion to decide how far the Creation Story is narrative when compared to science.</p>	<p>vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <p>Skills I can link Christian values with their decision making. I can describe the messages from the Sermon on the Mount. I can explain what the Gospel teaches Christians. I can describe what Jesus says the foundations of life are. I can consider what Jesus would do about prayer today and understand why people pray.</p>	<p>To know that humanists change their beliefs according to scientific discoveries. To know the difference between atheists and agnostics.</p> <p>Skills I can explain humanism and humanist's belief system I know that humanists change their beliefs according to new evidence. I can understand why humanists do not believe in Gods. I can give examples of humanist values. I can describe where humanists find their spirituality.</p>	<p>Skills I can accept and explain why there are different influences on what people believe. I can identify special relationships in my own life. I can explain the significance of the Exodus story to Jewish people today. I can identify a leader. I can reflect on my feelings and the feelings of Jewish people.</p>	<p>To know what racism is and why it is unfair. To look at a case study and discuss it thoughtfully.</p> <p>Skills I can describe examples of connections between anti racism and religion. I can discuss ideas about reducing racism and prejudice. I can choose examples of sacred texts that explain about justice and explain the meaning of these texts.</p>	<p>to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>Skills I can recognise which qualities make a good King. I can relate Christian teachings and belief to the world today. I can consider what Jesus and his Kingdom is like today. I can understand the language used in a parable.</p>
<p>Geography Plan B Knowledge and Skills</p>	<p>North America Knowledge To identify the countries of North America. To match North American capital cities with their correct country. To compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places.</p>	<p>Extreme Earth Knowledge To know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. To explain what a drought is and some of the causes and effects. To describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards.</p>				<p>Local Area Knowledge To know that there are different kinds of settlements To know that settlements can be split in to different zones, including commercial, residential, industrial, educational, forest, parks and commons.</p> <p>Skills I can use fieldwork to explore natural resources.</p>

	<p>I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed.</p> <p>Skills</p> <p>I can use independent research to find out about the human and physical geography of a particular North American country</p> <p>I can compare the climates of different parts of North America using graphs.</p> <p>I can compare the features of North American capital cities, and order cities by population and area.</p>	<p>To use plate tectonics to describe what earthquakes are and why they happen.</p> <p>I know what the Richter scale is.</p> <p>Skills</p> <p>I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them.</p> <p>I can explain why some areas get more rain than others in relation to the water cycle.</p> <p>I can describe the effects of extreme weather phenomena on the environment and people affected.</p> <p>I can describe the effects of earthquakes on the environment and people affected.</p> <p>I know that tsunamis occur when there are earthquakes on the ocean floor.</p> <p>I can describe what happens when a volcano erupts.</p>				<p>I can use four figure and six figure grid references</p> <p>I can use a topographic map</p>
<p>History Plan B Knowledge and Skills</p>			<p>Germany in WW2 Knowledge</p> <p>To put the second world war on a timeline</p> <p>To understand the reasons for the start of WW2</p> <p>To recognise allies and the axis of powers</p> <p>To know what happened during the Blitz.</p> <p>To understand the impact of the Blitz on our local area.</p> <p>To empathise with evacuees.</p> <p>Skills</p> <p>I can create a propaganda poster</p>	<p>The Blitz and WW2 Knowledge</p> <p>To recognise the 'war effort'</p> <p>To understand propaganda</p> <p>To describe air-raid shelters.</p> <p>Skills</p> <p>I can produce a researched project and deliver it to the class.</p> <p>I can describe how life was impacted in Britain during WW2</p> <p>I can write a message in Morse Code</p>	<p>How Britain changed since 1948 Knowledge</p> <p>I can suggest which decade a photo was taken in using historical clues.</p> <p>I know the difference between a primary and a secondary source.</p> <p>I can suggest which sources I would need to consult to research different eras in British history.</p> <p>I can identify whether a source is a primary or secondary source.</p> <p>I can use primary and secondary sources to research different decades</p>	

			<p>I can write from the view-point of an evacuee I can explain why WW2 started I can put WW2 on a time-line</p>		<p>I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. I can suggest which changes have had the biggest impact in Britain since 1948. I can summarise the changes in Britain since 1948. I can describe changes in Britain since 1948 chronologically. Primary source Secondary source Skills I can write a non-chronological report on Britain in a decade since the 1940s I can explain the role of women as the decades passed. I can describe some of the politics that changed. I can describe how technology developed over the decades. I can consider how Britain was after WW2. I can choose what fashion and music I like from a decade post 1940.</p>	
<p>Art and DT Kapow Knowledge and Skills</p>	<p>Art - Truisms Knowledge To understand what a truism is To consider different types of collage Skills I can create a collage I can use multi-media to create a collage I can choose my own truism</p>	<p>Art – The Great Wave - Hokusai Knowledge To reflect on the work of Hokusai To sketch and paint in the style of Hokusai Skills I can consider perspective in my sketch and painting I can choose my own colour palette I can use oil paints</p>	<p>Art – the Remembrance Collection, Jacqueline Hurley (Poppies) Knowledge To reflect on the work of Jacqueline Hurley To draw in the style of Jacqueline Hurley To consider how war is reflected in art Skills I can draw using a sketching pencil I can consider proportion</p>	<p>DT – Sewing – Toys/ Toy clothing Knowledge To know how to produce a simple running stitch To create a template for a soft toy Skills I can thread a needle I can keep my stitches consistent in size I can design a pattern and a toy</p>	<p>DT – Clay Owls David Hockney Knowledge To work through the medium of clay To understand the physical attributes of an owl To create slip and use the correct tools Skills I can mold my clay appropriately I can use my tools effectively</p>	<p>DT – Props for Yr6 Show Knowledge To identify relevant props for a show To identify appropriate materials Skills I can work as team and delegate roles I can work with a variety of materials</p>

			I can use a limited colour palette	I can reflect on the finished product	I can reflect on the finished product	I can consider my props from the audience perspective
Music Charanga Knowledge and Skills	<p>Knowledge Use correct musical language to consistently describe the music. Find and internalise pulse using movement. Listen comment and discuss ideas with a group</p> <p>Skill I can perform in a group to the same rhythm and pace. I can use musical language.</p>	<p>Knowledge Sing with an appropriate vocal range and with clear diction. Sing together with confidence. Know the importance of warm up and posture, breathing and projection.</p> <p>Skills I can recognise pitch and volume I can sing as one voice with others.</p>	<p>Knowledge Play and improvise Deepen understanding of musical improvisation. Create more complex rhythms and melodies</p> <p>Skills. I can play a percussion instrument I can perform to an audience.</p>	<p>Knowledge Sing, play, improvise and play back compositions. Communicate thoughts, feelings and ideas through the performance.</p> <p>Skills I can critique a performance and a composition. I can compose a simple piece of music.</p>	<p>Knowledge Perform together in an ensemble. Record performance and play it back.</p> <p>Skills I can consider others when performing I can perform to an audience I can change my pitch and volume.</p>	<p>Knowledge Perform in front of an audience with more understanding of the needs. Respond to feedback and offer positive comment</p> <p>Skills I can use of the previous skills and perform in a whole year group show.</p>
PHSE Jigsaw knowledge and Skills	<p>Being Me in My World Knowledge Explain how personal choices have an impact on community and globally Empathise with others in the community and explain how this influences the choices they make</p> <p>Skills I can give examples of people in my country who have a different life to me I can explain the importance of being part of a community. I can tell you how I feel about my dreams and goals.</p>	<p>Celebrating Differences knowledge Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>Skills I can understand that there are different perceptions about 'normal' I can empathise with others. I can compare my life with those of others. I can consider democracy and express my opinions about it.</p>	<p>Dreams and Goals Knowledge Explain different ways to work with others to help make the world a better place Explain what motivates you to make the world a better place.</p> <p>Skills I can set a school goal and an out of school goal. I know how to reach my goals. I can work with others to make the world a better place.</p>	<p>Healthy Me Knowledge Explain when substances such as alcohol are being used anti- socially or are being misused and the impact on others. Identify and apply skills to keep oneself emotionally healthy and to manage stress and pressure.</p> <p>Skills I can think about how I am feeling and thinking and consider why. I can use the internet safely and understand its effect on my mental wellbeing. I can make choices that benefit health and wellbeing. I can suggest ways in which someone is being exploited</p>	<p>Relationships knowledge Identify when people may be experiencing feelings associated with loss and when people are trying to gain power or control. Explain feelings experienced over the loss of somebody special and when I need to stand up for myself and others in person or online</p> <p>Skills I know that it is important to take care of my mental health I can understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p>	<p>Changing Me Knowledge Explain how a baby develops from conception through the nine months of pregnancy until it is born. Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>Skills I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of</p>

				and how they can help themselves.	I can use technology positively and safely to communicate with my friends and family	pregnancy, and how it is born I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.
Computing Purple Mash Knowledge and skills	<p>Online Safety Knowledge (Term 1 due to increased use of mobile devices heading in to Yr6) To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval. To identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment.</p> <p>Skills I can identify benefits and risks of technology and social media</p>	<p>Spreadsheets Knowledge To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. To use a spreadsheet to plan a school charity day to maximise the money donated to charity.</p> <p>Skills I can create a spreadsheet I can read information from a spreadsheet</p>	<p>Coding Knowledge To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to create and debug code. To create a simulation of a room in which devices can be controlled. To understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game.</p> <p>Skills I can design a codable game I can share a game I can use a flow chart</p>		<p>Blogging knowledge To identify the purpose of writing a blog. To identify the features of a successful blog. To plan the theme and content for a blog. To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs.</p> <p>Skills I can create my own blog I can recognise the key features of a blog I can use links to include in my blog.</p>	<p>Networks knowledge To learn about what the Internet consists of. To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold.</p> <p>Skills I know what LAN and WAN are. I know how to access the school internet. I can consider what the future may hold.</p>

	<p>I can balance game and screen time with other parts of my life</p> <p>I can create my own digital footprint</p> <p>I know how to behave appropriately online.</p>					
MFL	<p>Knowledge</p> <p>Pupils conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pé-tanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games.</p> <p>Skills</p> <p>I can recite a verb in French</p> <p>I can name countries in French</p>	<p>Knowledge</p> <p>Practising language-learning strategies; developing reading, speaking and listening skills through a football-related theme; responding to questions about football players; writing football player profiles in French</p> <p>Skills.</p> <p>I can practice language learning strategies.</p> <p>I can read simple French words and respond to classroom commands.</p>	<p>Knowledge</p> <p>Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p> <p>Skills</p> <p>I can name the rooms of a house.</p> <p>I can use some prepositions in French</p>	<p>Knowledge</p> <p>The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.</p> <p>Skills</p> <p>I can recognise the present tense in French</p> <p>I can plan a holiday in France.</p>	<p>Knowledge</p> <p>Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally the children create a tourist leaflet, in French, for their own local area.</p> <p>Skills</p> <p>I can use a few propositional phrases in French</p> <p>I can create a tourist leaflet</p> <p>I can name some places in France.</p>	<p>Knowledge</p> <p>Consolidation/ revising previous content.</p> <p>Skills</p> <p>I can practice and remember vocabulary and certain phrases in French</p> <p>I can read a few words and write a few words in French</p> <p>I can understand a few words in French.</p>
PE Getset4PE Knowledge and Skills	<p>PE Invasion games Knowledge</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p>	<p>Dance Knowledge</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p>	<p>Gymnastics Knowledge</p> <p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control</p>	<p>Net and wall Knowledge</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p>	<p>Striking and fielding Knowledge</p> <p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p>	<p>Athletics knowledge</p> <p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p>

	<p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>Skills</p> <p>I can catch and intercept a ball</p> <p>I can use space effectively and work as part of a team.</p> <p>I can consider my opponent and change tactic.</p>	<p>Use counts when choreographing and performing</p> <p>Skills</p> <p>I can perform a dance on my own</p> <p>I can perform a dance with a partner</p> <p>I can sequence and choreograph a dance pattern.</p> <p>I can improvise.</p>	<p>Plan and perform with precision, control and fluency, a sequence of actions</p> <p>Skills</p> <p>I can balance and control my body</p> <p>I can transition smoothly from one position to another</p> <p>I can plan and perform.</p>	<p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>Skills</p> <p>I can dribble with control</p> <p>I can use space effectively</p> <p>I can work as part of a team</p> <p>I can receive and deliver a ball effectively</p>	<p>Catch and intercept a ball using one and two hands with increasing success in game situations</p> <p>Receive a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Apply these with increasing control under pressure.</p> <p>Change direction to successfully outwit an opponent</p> <p>Create and use space for self & others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>Skills</p> <p>I can dribble with control</p> <p>I can use space effectively</p> <p>I can work as part of a team</p> <p>I can receive and deliver a ball effectively</p>	<p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Skills</p> <p>I can consider my running technique</p> <p>I can use a javelin safely</p> <p>I can coordinate my body Appropriately</p> <p>I can link running, jumping and hopping actions.</p>
Cultural capital	Residential Visit – team building and resilience	<p>Christmas Experience (Cross-teach)</p> <p>Ice skating</p> <p>Assembly Halls Pantomime</p>	<p>The Amelia Centre</p> <p>Mrs Breech Dr Commeline – Personal and Mental Health</p>	<p>Herstmonceux Science Park</p> <p>Easter Experience (Cross-teach)</p> <p>Science Visitors – dissection of the human organs.</p>	<p>Trip to Calverley Park</p>	<p>Rochester School Celebration Day</p> <p>Year 6 performance</p> <p>Kent Police Open Day</p>