

YEAR 6

CURRICULUM



Belong. Believe. Become

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Maafa	Can people live anywhere?	A Child's War		Dracula's Whitby	
Engage						
Science	Electricity	Evolution and inheritance	Light	Scientific investigations	Living things and their habitats	Animals including humans
Geography		Human movement	Mapping the World Wars		Whitby	
History	Black history		World War II			

Art and Design	Silhouettes Artist study- Kara Walker			War monuments		Whitby Abbey Artist study- William Daniel
DT		Fusion cooking	Teddy bear		Seaside peer	
Music	BBC Ten Pieces- music study		Listening and performing		Creating	
PE	Dance	Gymnastics	Tennis	Tag rugby	Cricket/rounder	Athletics
French	Actions	In France	Family	A weekend with friends	The future	Jobs
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Programming	The world wide web	Programming- text based	Creating a web page	Variables in games	3d Designs
RE	Why are the gospel accounts different?	Is faith always the same? What does art tell us?		Why is Jesus' death seen as a victory?	From life to death: what role does religion play?	
Express						

SUGGESTED TRIPS

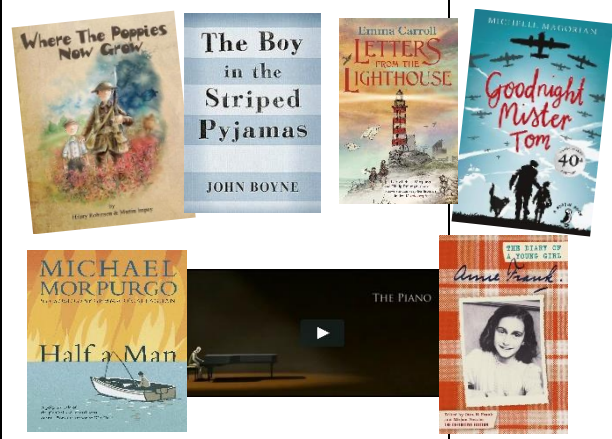
“Better to see something once than hear about it a thousand times.”

--Asian proverb

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”





—Dr. Seuss

Reading Cannon books		
		

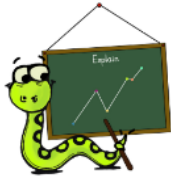
READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. discuss how characters change and develop through texts by drawing inferences based on indirect clues. make inferences about events, feelings, states backing these up with evidence. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions by using relevant evidence from the text confirm and modify predictions in light of new information. 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. 	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books.

- including figurative language,
- considering the impact on the reader
- explain and discuss their understanding of what they



have read, including through formal

- presentations and debates.
- distinguish between fact, opinion and bias explaining how they know this.

- Ask my own questions and follow a line of enquiry.

- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.



Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes • Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions • Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing • Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books • Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart • Read age-appropriate books, including whole novels, with confidence and fluency • Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration • Understand what he/she reads by 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 • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for his/her views

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton

Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate. 	<ul style="list-style-type: none"> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate. 	<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> • Secure understanding of the form, language conventions and grammatical features of non-chronological reports. • Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types 	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate • Use reading to: – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... • Overall, participate in whole class debates using the conventions and 	<ul style="list-style-type: none"> • In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain view points • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies

	language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.	
Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: - Summarise different sides of an argument -Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly -Draw reasoned conclusions based on available evidence <ul style="list-style-type: none"> Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate Use reading to: -Investigate 	<p>Reading poetry-</p> <ul style="list-style-type: none"> interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning <p>Performing poetry-</p> <ul style="list-style-type: none"> vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT <p>Creating poetry-</p> <ul style="list-style-type: none"> use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on real or imagined experience; 	<p>Telling stories-</p> <ul style="list-style-type: none"> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <p>Writing stories-</p> <ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories.(e.g.)start with a dramatic event and then provide background information; use two narrators to tell the story from different

<p>conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. induction, speculation, supposition</p> <p>-Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</p> <ul style="list-style-type: none">• Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.	<ul style="list-style-type: none">• select pattern or form to match meaning and own voice	<p>perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</p>
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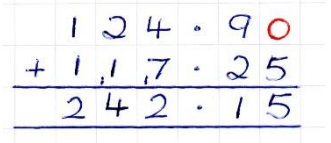

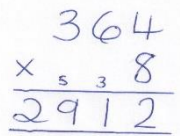
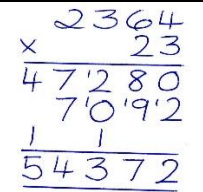
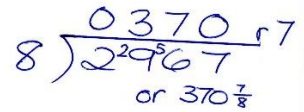
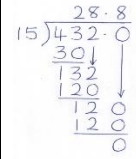
Throughout the year children should be taught the following grammar and punctuation-

Word	Sentence	Text
<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 		subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Skills and knowledge in calculations-			
Addition	Subtraction	Multiplications	Division
<p>Formal Methods Formal Columnar Addition Extend to numbers with any number of digits and decimals with 1 and 2 decimal places. $124.9 + 117.25 = 242.15$</p>  <p>Children to add the additional zero to make the number of decimal places equal.</p> <p><i>Note an additional line for 'carried digits' can be used when using compact method. This can be removed, as appropriate.</i></p> <p>Bar Models Solves problems involving addition, subtraction, multiplication and division and a combination of these.</p>	<p>Formal Methods Formal Columnar Subtraction Decomposition</p>  <p>Children must add an additional zero to make the number of decimal places in each number equal.</p>	<p>Formal Short Multiplication (TO x O, HTO x O)</p>  <p>Formal Long Multiplication</p>  <p><i>Note an additional line for 'carried digits' can be used when using compact method. This can be removed, as appropriate.</i></p>	<p>Formal Methods Formal Short Division</p>  <p><i>Children to be able to write answer as having a remainder, as a fraction or as an exact answer (by adding zeros, as appropriate).</i></p> <p>Formal Long Division $432 \div 15 =$</p>  <p><i>NB: This long division could be changed to 2 short division sums using knowledge of factors:</i></p> <ul style="list-style-type: none"> $432 \div 15 =$ $432 \div 5 \div 3 =$

Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1 Place value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p>	<p>1 Fractions Compare and order fractions, including fractions >1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p>	<p>2 Place value Use negative numbers in context and calculate intervals across zero</p>	<p>1 Four operations Use knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>3 Place value Round any whole number to the required degree of accuracy</p>	<p>2 Algebra -Find pairs of numbers that satisfy number sentences with two unknowns. -Enumerate all possibilities of combinations of two variables.</p>
<p>1 Addition & Subtraction -Perform mental calculations, including with mixed operations and large numbers. -Use knowledge of the order of operations to carry out calculations involving the four operations.</p>	<p>2 Fractions & percentages Recall and use equivalences between simple fractions, decimals and percentages, including different contexts</p>	<p>3 Geometry - 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</p>	<p>1 Ratio & proportion -Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. -Solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.</p>	<p>3 Addition & Subtraction Consolidate all learning in relation to the four operations using formal efficient methods at all times</p>	<p>4 Addition & Subtraction Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>

<p>1 Multiplication & Division Identify common factors, common multiples and prime numbers.</p>	<p>2 Geometry Draw 2D shapes using given dimensions and angles.</p>	<p>3 Measure Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.</p>	<p>4 Geometry Recognise, describe and build simple 3D shapes, including making nets.</p>	<p>4 Fractions Multiply simple pairs of proper fractions, writing the answer in the simplest form.</p>	<p>5 Fractions -Divide proper fractions by whole numbers. -Use written division methods where the answer has up to two decimal places. -Associate a fraction with division to calculate decimal fraction equivalents, for simple fractions</p>
<p>1 Geometry Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p>	<p>1 Measure -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³ and m³, and extending to other units such as mm³ and km³. -Convert between miles & km.</p>	<p>3 Fractions Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p>	<p>5 Measure Recognise when it is possible to use the formulae for area & volume of shapes.</p>	<p>5 Geometry Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>2 Statistics Calculate and interpret the mean as an average</p>

<p>2 Addition & Subtraction Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p>	<p>2 Measure Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places.</p>	<p>3 Multiplication & Division Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication.</p>	<p>1 Statistics Interpret and construct: -pie charts -line graphs and use these to solve problems</p>	<p>1 Algebra -Express missing number problems algebraically. -Use simple formulae. -Generate and describe linear number sequences.</p>	<p>6 Geometry Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>
<p>2 Multiplication & Division Perform mental calculations, including mixed numbers and large numbers.</p>	<p>Consolidate and assess</p>	<p>4 Multiplication & Division -Divide numbers up to 4-digits by a 2-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 2-digit number using the formal written method of</p>	<p>Consolidate and assess</p>	<p>6 Measure -Recognise that shapes with the same areas can have different perimeters and vice versa. -Calculate the area of parallelograms and triangles. -Recognise when it is possible to use formulae for area & volume of shapes.</p>	<p>Consolidate and assess</p>

		short division, where appropriate, interpreting remainders according to the context.			
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Throughout the year children should be taught the following-

Number facts	Tables facts
<ul style="list-style-type: none">• \times/\div mentally drawing upon known facts;• $+/-$ mentally with increasingly large numbers	<ul style="list-style-type: none">• All tables facts

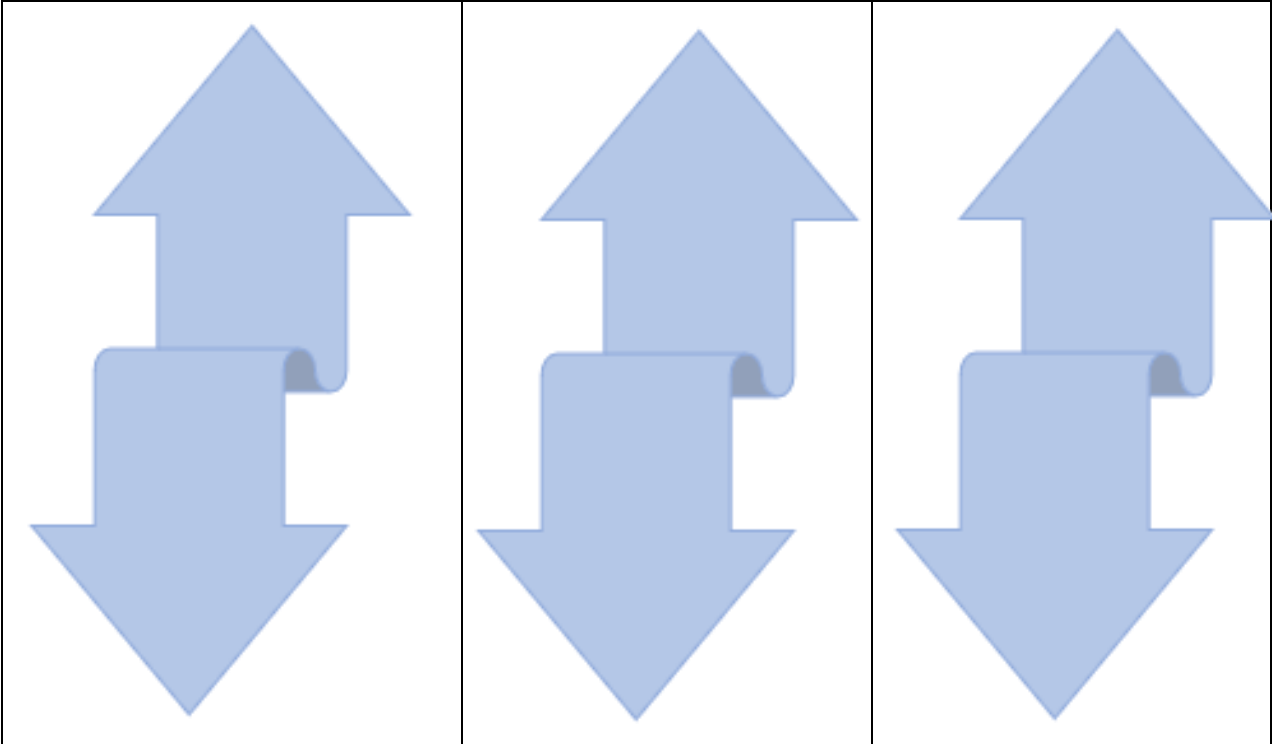
SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning enquiries, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models • reporting findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions • presenting findings in written form, displays and other presentations • using test results to make predictions to set up further comparative and fair tests • using simple models to describe scientific ideas • identifying scientific evidence that has been used to support or refute ideas or arguments. 				
Living things and their habitats	Animals, including humans	Evolution and inheritance	Light	Electricity
<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • 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. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and 	<ul style="list-style-type: none"> • 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

Curriculum links



Teaching ideas



Pupils should learn the following vocabulary-

Electricity- Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage - NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably

Light- As for year 3 plus straight lines, light rays.

Living things and habitats- Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering

Evolution and Inheritance- Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils



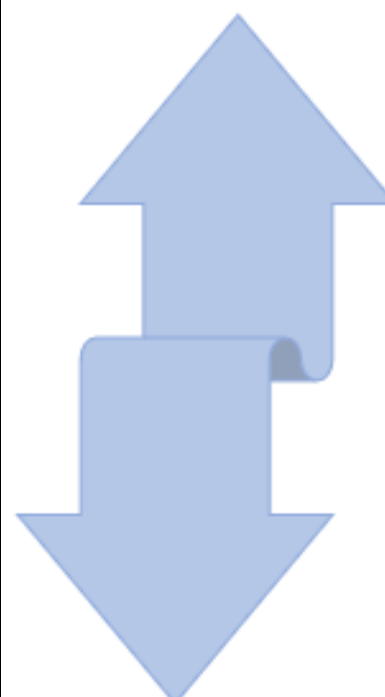
Animals including humans- Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle

ART & DESIGN


“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

Skills and knowledge in Art for Year One		
General skills and core knowledge		
<ul style="list-style-type: none"> • To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas • To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • To use a range of techniques and media, including painting • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 		
Drawing	Collage and sculpture	Painting
<ul style="list-style-type: none"> • Choose a style of drawing suitable for the work • Select pencils of a different thickness to create mediums. • Use shading to add texture and tone • Use lines and shading to make the sketch look 3d 	<ul style="list-style-type: none"> • Use tools to carve and add shapes, texture & pattern. • Use tools and equipment confidently, to mould and manipulate materials. • Use frameworks such as wire or moulds to provide stability and form. • Mix textures. 	<ul style="list-style-type: none"> • Combine colours, tones, tints to enhance the mood of a piece. • Use brush techniques and qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists, to recreate a piece of their artwork

Taught topics		
Silhouettes Artist study- Kara Walker	War monuments	Whitby Abbey Artist study- William Daniel
Pupils should be taught: <ul style="list-style-type: none"> • Use paint appropriately to create mood. 	Pupils should be taught: <ul style="list-style-type: none"> • Use tools independently to carve and create shape. 	Pupils should be taught: <ul style="list-style-type: none"> • Use a range of pencils to sketch and shade. • Begin to explore ink for sketching.
Curriculum links		
		

Teaching ideas

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| <ul style="list-style-type: none">• Study the artist Kara Walker- Contrasted with painting and sculpture, works with a unique medium. Using paper silhouettes, the artist creates panoramic friezes that generally focus on a narrative. Specifically, these scenes focus on slavery stories and highlight the veracity of systemic racism. Though she explores heartbreakingly real topics, her work often includes surrealist elements used for symbolic and metaphorical purposes.• Children to create a silhouette painting, experimenting with colour to create a mood. | <ul style="list-style-type: none">• Children to look at different sculptures/ monuments that are related to the war. E.g. soldiers/ horses.• Explore pictures of sculptures. Reasons as to why they were designed/ made.• Investigate techniques/ how did they make it.• Design their own sculpture of a soldier and then make it | <ul style="list-style-type: none">• Explore pictures by William Daniel and the real abbey.• Investigate techniques• Does shading have an impact on mood?• 3d sketching, using shading, thickness, different mediums.• Explore using ink techniques for sketching-  |
|---|--|---|

Vocabulary

Pupils should learn the following vocabulary-

COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

—Maria Klawe

Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in a algorithms and programs. 	<ul style="list-style-type: none"> • I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database. 	<ul style="list-style-type: none"> • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.

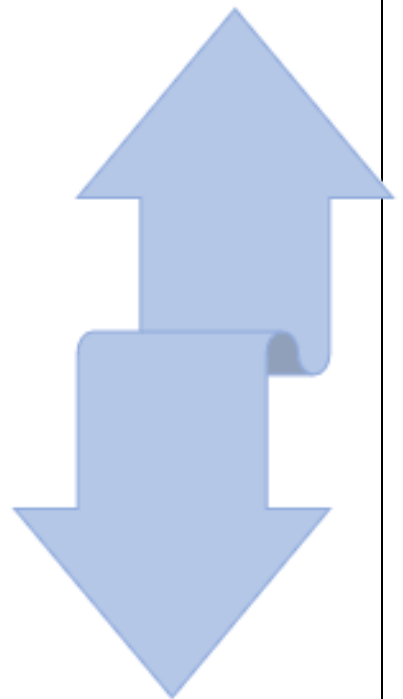
Technology in our lives

- I can tell you the Internet services I need to use for different purposes.
- I can describe how information is transported on the Internet.
- I can select an appropriate tool to communicate and collaborate online.
- I can talk about the way search results are selected and ranked.
- I can check the reliability of a website.
- I can tell you about copyright and acknowledge the sources of information that I find online.

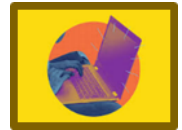
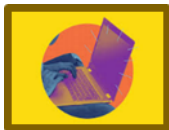
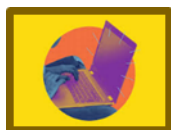
Taught topics

Programming	The world wide web	Programming- text based Using Sonic PI	Creating a web page	Variables in games	Creating Media 3d Designs
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use 'if' and 'then' commands to select an action. • Use logical reasoning to detect and debug mistakes in a program. • Use logical thinking, imagination and creativity to extend a program. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How search engines work. • Investigate different methods of communication. • Evaluate methods of internet-based communication 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use unfamiliar technology to increase creativity. • Create sound using code. • Explain why a particular on-line tool is selected for a purpose. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Identify what makes a good web page. • Design their own web page. • Evaluate their own web page. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • What variables are. • Use variables to create simulation. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Combine 3D objects. • Work with 2D and 3D digital graphics. • Make accurate 3D objects. • Examine the need to group 3D objects. • Plan, develop and evaluate a 3D photo frame.

Curriculum links



Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-

DESIGN AND TECHNOLOGY

“When you take technology and mix it with art, you always come up with something innovative.”




— Robert Rodríguez

Skills and knowledge		

Taught topics

Fusion Food	Teddy bear	Seaside peer
Pupils should be taught: <ul style="list-style-type: none">• Where food comes from.• Distinctive elements of cooking and flavour in different cultures (cultures within class make-up to be used).	Pupils should be taught: <ul style="list-style-type: none">• Use a range of stitches to join fabric, hiding the seams.	Pupils should be taught: <ul style="list-style-type: none">• Use electronics to make a moving structure.

Curriculum links

		
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Teaching ideas

- Explore who Nadiya Hussain is and how she uses her Bangladeshi roots and her love of English cooking to create dishes.
- Create a fusion dish using independently-
 - Weighing and measuring
 - Mixing
 - Hygiene principles
- With support-
 - Heating with a hop and oven.
 - Cutting.



- Explore Richard Steiff and why he is significant.
- Explore different teddy bears.
- Design a teddy bear that has at least one moving part.
- Make teddy bear that has at least one moving part.

- Explore different amusements found at the seaside.
- Design a moving structure that uses electronics to move (a motor).
- Make and test a moving structure.



Vocabulary




Pupils should learn the following vocabulary-

GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

--Barack Obama

Skills and knowledge in Geography	
Location knowledge	Place knowledge – Whitby
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a contrasting coastal locality.
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> Economic activity & Trade Links Study economic activity including trade links, and the distribution of natural resources including energy and food Human Settlement Study types of human settlement and movement of people between settlements 	<ul style="list-style-type: none"> To build six figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Children to draw maps including 6 figure references, symbols and a key. Children to draw maps of oceans, seas and routes showing population movement (including 6 figure references, symbols and a key)
Fieldwork	
<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

Taught topics		
Human Movement	Mapping the World Wars	Whitby
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Push and pull factors for migration. • Different types of migration (forced and chosen). • Migration examples in human history- <ul style="list-style-type: none"> ○ 'First' migration by modern humans over 60,000 years ago. ○ Migration from Europe to America in 1800's. ○ Migration in Great Britain during the Industrial Revolution. ○ Migration due to war (WWI&II as well as modern and current war). • Effects of migration. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use 6 figure grid references to locate areas of a battle field. • Consolidated learning about compass skills and extend to 8-point compass. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Aspects of coastal erosion. • Human and physical features. • Use of OS maps including symbols.
Curriculum links		
		

Teaching ideas



- Compare maps from WWI and WWII to look at changes in land usage.
- Use maps to plot the movement of soldiers during WWI and WWII.
- Compare maps from WWI and WWII to establish changes in countries.
- Look at OS maps of Whitby alongside aerial photographs.
- Explore keys on OS maps.
- Use 6 figure grid references.
- Study the human and physical features of Whitby.
- Compare the human and physical feature of Whitby with Stockton.
- Consider the economic activity in Whitby and why this might be different to Stockton.
- Use fieldwork skills to further the study of Whitby.

Vocabulary




Pupils should learn the following vocabulary-

HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
<ul style="list-style-type: none"> • Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point • Use key timelines to demonstrate changes and development in 1 key area: art, technology, or religion. • Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period. 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. • Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. • Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
Interpretation of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Bring knowledge gathering from several sources together in an account. 	<ul style="list-style-type: none"> • Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. • Uses dates and terms correctly.

Taught topics		
Black history	World War II	
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Africa’s past and present, and the development of the slave trade. • Explore Britain’s role in the transatlantic slave trade. • Learn about the causes and consequences of the European colonisation of Africa. • Consider worldwide communities that make up the African diaspora. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How outcomes from WWI contributed to WWII. • Changes in leadership. • Allies and enemies. • The significance of the Battle of Britain as a turning point. • Everyday life in wartime- rationing, evacuation, air raids and shelters • Changes in the role of women during war time. 	
Curriculum links		
		

Teaching ideas	
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Vocabulary	
Pupils should learn the following vocabulary-	

LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”




--Flora Lewis

Skills and knowledge in languages	
Listening	Speaking
<ul style="list-style-type: none"> • Understand longer, more challenging texts on a range of topics recognising detail and opinions 	<ul style="list-style-type: none"> • Engage in longer conversations asking for clarification if necessary • Create own sentences using knowledge of basic sentence structure • Use pronunciation and intonation effectively to express meaning and engage audience
Reading	Writing
<ul style="list-style-type: none"> • Attempt to read range of texts independently using different strategies to make meaning • Use vocabulary from reading in different contexts • Use dictionaries to find wider range of words 	<ul style="list-style-type: none"> • Write a range of phrases and sentences from memory • Adapt to write own sentences on similar topic • Select adjectives to describe range of people, things and places with verbs to describe actions • Begin to use adverbs
Grammar	
<ul style="list-style-type: none"> • Know how to conjugate a range of high frequency verbs • Understand how to use adverbs in some sentences • Have an awareness of similarities and differences in grammar between languages 	

Taught topics

Actions	In France	Family	A weekend with friends	The future	Jobs
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name actions in French. • Describe what they and others are doing. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name parts of France. • Find out where French is spoken. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name family members in French. • Add details about family members. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To ask others and say what they would like to do. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use French language to label what will happen in the future. • Describe what they will do. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Name different jobs in French. • Say what they want to be in French and ask others.

Curriculum links

		
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Teaching ideas

<ul style="list-style-type: none">• Lesson 2- actions• Lesson 4- More actions.	<ul style="list-style-type: none">• Lesson 2- Where in France?• Lesson 3- In Paris.• Lesson 4- They speak French.	<ul style="list-style-type: none">• Lesson 1- My family.• Lesson 2- Describe your family.	<ul style="list-style-type: none">• Lesson 1- What would you like to do?• Lesson 2- Would you like?	<ul style="list-style-type: none">• Lesson 1- I'm going.• Lesson 2- This weekend.• Lesson 3- Tomorrow• Lesson 5- I am.	<ul style="list-style-type: none">• Lesson 1- I want to be an astronaut.• Lesson 2- Jobs.• Lesson 3- Workplaces.
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Vocabulary




Pupils should learn the following vocabulary-

MUSIC

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<ul style="list-style-type: none"> • Use graphic/traditional/other notation to develop a deeper understanding of the shape/form of melodies. • Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression. • Collaborate with peers. • Create different vocal effects when singing and rapping. 	<ul style="list-style-type: none"> • Compose using an understanding of music from a range of cultures, times and styles. • Plan for expression in compositions. • Experiment with different sounds and instruments. 	<ul style="list-style-type: none"> • Identify features that typify the work of great composers through time. • Analyse and compare musical features. • To respond respectfully to music. • To provide constructive feedback to others. 	<ul style="list-style-type: none"> • Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances. (Combining all musical dimensions). • Describe different purposes of music in history/ other cultures.

Taught topics		
BBC Ten Pieces- music study	Listening and performing	Creating
Pupils should be taught: <ul style="list-style-type: none"> • create their own piece of music using instruments and voice • perform as an ensemble • learn musical language appropriate to the task 	Pupils should be taught: <ul style="list-style-type: none"> • Music history during the war. 	Pupils should be taught: <ul style="list-style-type: none"> • Use a range of instruments to compose music to create mood.
Curriculum links		
		

Teaching ideas



- Consider what music people listened to during WWI and WWII.
- Consider what the cultural significance of music was.
- Consider the significance of the lyrics.
- Explore what instruments were popular during these times.
- Learn and sing songs from WW2.
- Listen to bach toccata and fugue in d minor.
- Explore who composers make music sound spooky/creepy.
- Children use a range of instruments to compose music which describe Dracula the character.
- Use different notation to write music down.

Vocabulary

Pupils should learn the following vocabulary-




PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

Skills and knowledge in physical education			
Dance	Swimming	Gymnastics	Net and wall games
<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively. • Understand how a dance is formed and performed. • To evaluate, refine and develop their own and others' work. 	<ul style="list-style-type: none"> • Swim 25 metres any stroke 	<ul style="list-style-type: none"> • Make up a sequence and adapt it to different apparatus layouts. • Use combinations of dynamics (pathways) to use space effectively. • Make up own rule for longer, more complex sequences. • Investigate different ways of working with a partner or small group. • Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) • Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. 	<ul style="list-style-type: none"> • Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. • Know where to stand when attacking and defending. • Understand and use a scoring system. • Explain why they or others are playing well in the games. • Know what they need to get better at and what to practice. • Understand how to change court to make easier. • Understand practices to help with precision and consistency and speed

Invasion games	Field games	Athletics
<ul style="list-style-type: none"> • Understand that when team has ball they are attacking and when they haven't they are defending. • Understand different ways to attack and defend • Choose right formations and tactics for attack and defence. • Know how they support other players in attack and defence. • Understand how to get ready for games. • Know some ideas for warm up exercises and routines. • Know what makes a good warm up. 	<ul style="list-style-type: none"> • Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. • Evaluate strengths and weaknesses in their own and others' performances and suggest improvements. 	<ul style="list-style-type: none"> • Develop the consistency of their actions in a number of events. Increase the number of techniques they use. • Sustain pace over longer distances, e.g. sprint for seven seconds , run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take off and landing. • Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. H&F

Taught topics		
Autumn	Spring	Summer
<p>Pupils should be taught:</p> <p>Dance</p> <ul style="list-style-type: none"> • Improvise their dance moves either individually or with a partner • Repeat and copy dance movements from a specific dance • Work in a group to create a routine • Perform dance movements at different paces. <p>Gymnastics</p> <ul style="list-style-type: none"> • Create their own sequence, incorporating, rolls, jumps, balances, shapes and equipment • Perform to music 	<p>Pupils should be taught:</p> <p>Tennis</p> <ul style="list-style-type: none"> • Use a wide range of strokes when striking a ball. • Understand how to serve to start a game. • Strike a ball in the direction you want it to go accurately and controlled. • Demonstrate a good awareness of space. • Create a plan of attack and defence. • Take part in games with a strong understand of rules and tactics <p>Tag rugby</p> <ul style="list-style-type: none"> • Throw and catch accurately. • Choose and make the best pass in a game. • Keep possession of the ball. • Demonstrate good special awareness • Communicate and lead others. 	<p>Pupils should be taught:</p> <p>Cricket/rounders</p> <ul style="list-style-type: none"> • Hit a ball over a longer distance • Throw and catch a ball accurately • Demonstrate an awareness of space. • Communicate to others in a game • Lead others in a game • Work as part of a team • Follow rules successfully. <p>Athletics</p> <ul style="list-style-type: none"> • Race using an effective sprinting technique • Work in a team to perform a relay. • Maintain stamina over a long distance run. • Throw different objects accurately using different techniques. • Perform a range of jumps

Curriculum links		
		

Teaching ideas		
Vocabulary		
Pupils should learn the following vocabulary-		

PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.
--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> • Take responsibility for a range of tasks, in a range of scenarios, with growing independence • Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth. 	<ul style="list-style-type: none"> • Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion. 	<ul style="list-style-type: none"> • Understand the changes involved in puberty and about human reproduction. • State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle. 	<ul style="list-style-type: none"> • Explore how information is presented differently in the media and online. • Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. 	<ul style="list-style-type: none"> • Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 	<ul style="list-style-type: none"> • Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them. • Respond appropriately to a wide range of feelings and emotions in themselves and others.

				'secret' should be shared.	
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Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> • Give quality, constructive feedback and support to benefit themselves and others when working collaboratively • Consider reasons why someone may want to bully another person and suggest ways to support them. 	<ul style="list-style-type: none"> • Describe how different types of rights need to be protected, supported and balanced. 	<ul style="list-style-type: none"> • Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. • Explain how they can make a positive contribution to society, now and in the future. 	<ul style="list-style-type: none"> • Talk about a range of jobs, and explain how they will develop skills to work in the future. • Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'. 	<ul style="list-style-type: none"> • Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement 	<ul style="list-style-type: none"> • Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. • Develop self-organising and time management skills.




Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”

-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> • Outline religious and/or non religious beliefs about life after death. • Describe and make connections between examples of religious creativity. • Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil. • Make connections between the key functions of a religious building and the beliefs of the religious community. • Make connections between beliefs and behaviour in different religions. 	<ul style="list-style-type: none"> • Offer interpretations of two parables and say what they might teach people about how to live. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why groups of people have different ideas about an afterlife. • Show an understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Outline the challenges of belonging to a religious community in Britain today. • Consider similarities and differences between beliefs and behaviour in different faith. 	<ul style="list-style-type: none"> • Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today.

Taught topics			
Why are the gospel accounts different?	Is faith always the same? What does art tell us?	Why is Jesus' death seen as a victory?	From life to death: what role does religion play?
Pupils should be taught: <ul style="list-style-type: none"> • The concept of Christian history. • The concept of The Gospels. • The concept of incarnation. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of art and expression 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of salvation • The concept of incarnation 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of belonging.
Curriculum links			
			

Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-