



**Year 6 Curriculum Plan**

**Curriculum Intent:**

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: **Cultural Diversity, Curiosity, Community, and Character**. These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

**‘It’s ultimately the purpose of education to cultivate the love of learning for its own sake’**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School values	School vision	care	aspire	respect	excel	reflect
Learning Powers		resilience	co-operative	reflective	Curiosity	
British Values	Democracy	Rule of law	Respect	Tolerance	Individual Liberty	Individual Liberty
Educational Visits		Remembrance Service Christmas Singing at Church hall	Life Skills/ M – Shed visit for history	Residential Hooke Court	Fun Yr.6 After SATs trip	Transfer drama days
WOW Events	Victorian school day		DT Day		Creative arts week	DT week
PSHE & Jigsaw	Being me in the world	Celebrating differences	Dreams and goals	Healthy me	Changing me	Relationships
Topic (Enquiry Question)	Full Steam ahead – What was it like to be a child in Queen Victoria’s Britain? (Queen Victoria case study, The first railways – linked to The Strawberry line – <b>How has Winscombe Changed?</b> Child’s labour -The children’s reform acts) Lord Shaftsbury, Weston Super Mare – new Victorian seaside town	The United Kingdom -Can you locate features of the UK?  <b>Locate and identify the following:</b> Key geography feature, counties of U.K, towns and cities, hills and mountains, seas and coast and major rivers.	<b>Changing roles of women How have women’s roles changed through history?</b> Exploring the role of women in the following: Ancient times to the Renaissance,17 <sup>th</sup> ,18 <sup>th</sup> and 19 <sup>th</sup> Century, suffrage movement, First World War, 1950’s,1960’s and 1970’s. <b>How did we get to modern day medicine?</b> History of health care and medicines through the ages – Roman, Medieval, Tudor, Victorian, 20 <sup>th</sup> and 21 <sup>st</sup> Century and today	<b>Our Local area – Can you use maps and grid references to explore the local area?</b>  Exploring the following locally: land use, settlements, climate zones, explore rivers, mountains and hills	<b>What ever happened to the Kingdom of Benin?</b> (A Non-European society – Benin Kingdom. AD900) Where was the kingdom? Who was in charge? What was their trade? Did they have a religion? What did ordinary people do? What was the Golden age? Why did the Kingdom vanish?	<b>Exploring Africa What is special about Africa?</b>  Exploring the following: identify and locate African countries, Western Africa and Nigeria, Northern Africa and Morocco, Central Africa and Tanzania, Sothern Africa and South Africa.
Key Texts (key topic text)	Street child, Oliver Twist, Black beauty, Railway children	Street child, Oliver Twist, Black beauty, Christmas Carol	Shackleton’s Journey, Ice Trap, Macbeth	Macbeth, Poetry – narrative poetry – The highwayman		
Purposeful outcome/showcase	The children produce and speak about their timeline of key events in Victorian Britain.	Persuasive speech to Parliament about the poor in Victorian England	Write a discussion on Emily Pankhurst /Shackleton. Was he/she a hero or not?	The children produce a list and can speak about heroes of the 20 <sup>th</sup> Century as a presentation.	Creative arts weeks products produced.	Creative Sci – fi Myth of the decline of the Kingdom of Benin.

**English**

<b>Writing Genre &amp; Outcome</b>	Narrative Writing Letters, Diaries linked to Writing, Continuation of stories Reports – Non chronological, biography, Science experiments write up. Poetry - Children will write poems which will be made into class/ year books and illustrated by the children.	Narrative writing: Suspense writing - Escape plan linked to book, Description of a character letters - Persuasive letter, Non Chronological report.	Narrative writing: linked to book. Children will write biographies of Emily Pankhurst, Ernest Shackleton. Non Chronological report linked to science. Science experiment record and Science Explanations, Discussion / debate whether Shackleton was a hero or not	Persuasion and letter writing, Non-fiction writing linked to Science: Non Chronological report, Explanation, Biography linked to topic. Poetry – Kennings, Haiku, limericks	Writing – Fable, Myths, Legends.	Link to KS2 production - Drama – Play scripts and plays
	Outcome: The above and Victoria's/Brunel's biography	Outcome: The above and a persuasive speech to Parliament	Outcome: Write a discussion on Emily Pankhurst. Was she a hero or not?	Outcome: Persuasive letter to Amnesty International	Outcome: the above genres	Outcome: perform to an audience with confidence their playscript
<b>Vocabulary, Grammar and Punctuation</b>	Teaching will focus on: <ul style="list-style-type: none"> <li>• using of the colon to introduce a list and use of semi-colons within lists</li> <li>• punctuating bullet points to list information consistently</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• linking ideas across paragraphs using a wider range of cohesive devices</li> <li>• using perfect forms of verbs to mark relationships of time and cause</li> </ul>		Teaching will focus on: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list punctuating bullet points consistently</li> <li>• 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]</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• use passive verbs to affect the presentation of information in a sentence</li> </ul>	Teaching will focus on: <ul style="list-style-type: none"> <li>• Consolidation and mastery of all statements</li> </ul>		
<b>Spelling</b>	In Year 6, we follow the North Somerset Spelling Programme. Throughout the year, children will also learn the spellings on the National Curriculum's Year 5/6 Spelling List.					
<b>Spelling</b>	-adding -ible and -able to verbs to form adjectives -adding -ly to words ending -ible and -able revising homophones	-adding -ant, -ance and - ancy, -ent, -ence and ency -understanding the origins of silent letters	-using a hyphen in some compound words -using a hyphen to join a prefix to a root word -spelling words ending in - cial and -tial	-spelling words ending in - cious and -tious -graphic strategies	-revision of all statements	School Production
<b>Reading</b>	Books in guided reading - Classic books – Black Beauty, Oliver Twist, Street Child, Story of Macbeth – children's version					
	Teaching will focus on mastering: maintaining and continuing to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including modern fiction</li> </ul>					

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books understanding what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning discussing and evaluate how authors use language, including figurative language, considering the impact on the reader distinguishing between statements of fact and opinion retrieving, recording and presenting information from non-fiction participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary providing reasoned justifications for their views.

<p><b>Spoken Language</b></p>	<p><b>Outcome: The children will learn to hold a simple discussion /debate with reference to children's reform Acts and the introduction of the railways</b></p> <p>The teaching will focus on: giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings listening and responding appropriately to adults and their peers</p> <ul style="list-style-type: none"> <li>• using relevant strategies to build their vocabulary</li> <li>• articulating and justifying answers, arguments and opinions</li> <li>• maintaining attention and participating actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• using spoken language to develop understanding through speculating, hypothesising, imagining and exploring</li> <li>• speaking audibly and fluently with an increasing command of Standard English</li> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Outcome: The children will learn poetry to perform to their class and at the community's Remembrance Service</b></p> <p>The teaching will focus on: speaking audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Outcome: Children will debate whether Shackleton was a hero or a coward for leaving his men and going to find help.</b></p> <p>This issue will be debated as a class. Teaching will focus on:</p> <p>Teaching will focus on:</p> <ul style="list-style-type: none"> <li>• listening and responding appropriately to adults and their peers</li> <li>• articulating and justifying answers, arguments and opinions</li> <li>• giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintaining attention and participating actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• speaking audibly and fluently with an increasing command of Standard English</li> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> <li>• considering and evaluating different viewpoints, attending to and</li> </ul>	<p><b>Outcome: The children will learn to hold a simple discussion /debate with reference to children's plight e.g. street children around the world – Amnesty international link</b></p> <p>The teaching will focus on: giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings listening and responding appropriately to adults and their peers</p> <ul style="list-style-type: none"> <li>• using relevant strategies to build their vocabulary</li> <li>• articulating and justifying answers, arguments and opinions</li> <li>• maintaining attention and participating actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• using spoken language to develop understanding through speculating, hypothesising, imagining and exploring</li> <li>• speaking audibly and fluently with an increasing command of Standard English</li> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p><b>Outcome: The children will be learning to take part in a staged production learning scripts and speaking clearly within a staged production.</b></p> <p>The teaching will focus on: speaking audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gaining, maintaining and monitoring the interest of the listener(s)</li> <li>• selecting and using appropriate registers for effective communication</li> </ul>	<p><b>Outcome: Children will practise and perform group pieces to be performed at the Leavers' assembly</b></p> <p>The teaching will focus on: speaking audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> <li>• participating in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gaining, maintaining and monitoring the interest of the listener(s)</li> <li>• selecting and using appropriate registers for effective communication</li> </ul>
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<p><b>Maths</b></p>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• solve number and practical problems that involve all of the above.</li> </ul> <p><b>Four Operations</b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> </ul> <p>divide proper fractions by whole numbers associate a fraction with division and calculate decimal fraction equivalents for a simple fraction</p> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• describe positions on the full coordinate grid (all four quadrants)</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p>Terminology: equivalent</p>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to two decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul> <p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables.</li> </ul> <p>Terminology: equivalent, decimal point, formula, formulae equation unknown variable</p>	<p><b>Converting Units</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• 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 up to three decimal places</li> <li>• convert between miles and kilometres</li> </ul> <p><b>Perimeter, Area, Volume</b></p> <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</li> </ul> <p><b>Ratio</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Terminology: ratio, calculate, estimate,</li> </ul>	<p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>Problem Solving Terminology:</b> dimensions, angles, nets, geometric, radius, diameter, circumference, classify</p>	<p><b>Transfer maths for Churchill/Investigations.</b></p>
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	<p>the context of a problem, an appropriate degree of accuracy.</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions &gt; 1</li> </ul> <p>Terminology: divisor, dividend, estimate, sum, product, difference, multiplier, factor, multiple, quotient,</p>			parallelogram, cubic, cubed, conversion		
<b>Science</b>	<p>Electricity</p> <p>Working scientifically</p> <p>Making simple circuits – series</p> <p>Recognising the correct symbol</p> <p>Drawing circuit diagrams using the correct symbols</p> <p>Testing and creating hypothesis – more lamps dimmer the light</p> <p>Comparing and giving reasons for variations on how components work.</p> <p>Science write ups.( Passive voice)</p> <p>Scientist: Sir Isaac Newton</p> <p>Texts: True Tales of Scientists.</p>	<p>Light</p> <p>Working Scientifically</p> <p>Understand the concept that travel in straight lines – How can we prove it?</p> <p>Explanation of shadows due to straight path of light and same shape as object.</p> <p>Recognise how we see things - from light source into eye,</p> <p>Scientist: Thomas Edison</p>	<p>The circulatory system, diet, exercise, drugs and lifestyle.</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p> <p>Linked to English writing - Explanations and Non chronological reports.</p> <p>Scientist: Anna Atkins, Carl Linneaus</p>	<p>The circulatory system, diet, exercise, drugs and lifestyle.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Linked to English writing Persuasions</p> <p>Scientist: Anna Atkins, Carl Linneaus</p>	<p>Living things and their habitats- Classification plants and animals</p> <p>Describe how living things are classified into broad groups according to common observable plants and animals - give reasons for classifying plants and animals based on specifics</p> <p>Characteristics and based on similarities and differences, including microorganisms, characteristics.</p> <p>Scientists: William Harvey</p>	<p>Living things and their habitats- Classification plants and animals</p> <p>Describe how living things are classified into broad groups according to common observable plants and animals - give reasons for classifying plants and animals based on specifics</p> <p>Characteristics and based on similarities and differences, including microorganisms, characteristics.</p> <p>Scientists: William Harvey</p>
	<p>Outcome: Making an electric game about Victorian topic – working circuits</p>	<p>Outcome: Create a periscope</p>	<p>Outcome: Drama pieces explaining understanding and creating a working diagram of the heart.</p>	<p>Outcome: Poster about healthy living, Explanation text about breathing,</p>	<p>Outcome: Classification mobiles</p>	<p>Outcome: Micro -organism information booklet</p>
<b>Computing</b> Diversity Curiosity Flourishing	<p>Multimedia for RE/digital film promoting the school Teaching will focus on:</p> <ul style="list-style-type: none"> <li>-audience, atmosphere and structure when planning a particular outcome.</li> <li>- planning and creating a multimedia digital presentation</li> </ul>	<p><u>Programming</u> – Scratch</p> <p>My Topic with Scratch</p> <ul style="list-style-type: none"> <li>• Create a Times Table quiz</li> <li>• Plan a game adapting Times Table quiz for a quiz game</li> <li>• Collect/create sound and image files to use Plan an algorithm for a game</li> <li>• Program the game in Scratch using variables to add a score</li> </ul>	<p><u>Handling Data</u> , Data logging –</p> <p>Check my fitness</p> <p>Teaching will focus on:</p> <p>Using data loggers and other devices to conduct an investigation into levels of fitness (The activities will need planning over time if children are carrying out the investigation in groups)</p>	<p><u>Multimedia</u> creating a healthy living blog</p> <p><u>Programming - Rock My Microbit!</u></p> <ul style="list-style-type: none"> <li>• Create an A / B / C response system to show answer to questions</li> <li>• Use a variable to create a score board as a class for the teacher to show on the screen</li> </ul>	<p><u>Multimedia</u> – My Minecraft <u>Story</u></p> <ul style="list-style-type: none"> <li>• Discuss rules for using Minecraft</li> <li>• Build the location of a class story</li> <li>• Present their location to the class using descriptive language</li> </ul>	<p><u>Technology in our lives</u> –</p> <p>Sharing my knowledge</p> <p>Talk about the online tools they could use to achieve a variety of tasks</p> <ul style="list-style-type: none"> <li>• Describe the risks they may need to consider when using the tools</li> <li>• Help teachers to know about the online resources they</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to test game while making it</li> </ul>	<ul style="list-style-type: none"> <li>- Presenting the findings of the investigation               <ul style="list-style-type: none"> <li>Answer My Questions</li> <li>• Consider data and information</li> <li>• Identify data about Olympics</li> <li>• Explore online databases</li> <li>• Plan an investigation using the databases</li> <li>• Present the outcomes of their investigation to others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create a counter to keep score or to count exercises</li> </ul>	<ul style="list-style-type: none"> <li><u>Technology in our lives – Move My Information</u> -               <ul style="list-style-type: none"> <li>• Build a list of the different services the Internet provides</li> <li>• Increase understanding of how the internet works</li> <li>• Present ‘How the internet works’</li> <li>• Optional learning about redundancy and tracing where websites are hosted</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>could use to support different types of learning</li> <li><u>Multimedia - My Non-Linear Presentation</u> <ul style="list-style-type: none"> <li>• Complete a basic skills checklist of skills</li> <li>• Discuss non-linear presentations Plan a non-linear presentation based on a class topic</li> <li>• Choose images for a topic and apply to a master slide</li> <li>• Add internal hyperlinks, web links, animation, sound and transitions</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Outcome: Multimedia digital presentation – Promoting the school and info about Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: Create an algorithm game</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: produce the findings of the investigation</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: Creating a healthy living Blog. Create a rock, paper, scissors game</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: Use the snip tool to record a Minecraft location in their story and use it as a stimulus for their Mythical Mayan story</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: Create a presentation for the Leavers assembly.</li> </ul>
<ul style="list-style-type: none"> <li><b>Online Safety</b></li> <li>Diversity</li> <li>Flourishing</li> </ul>	<ul style="list-style-type: none"> <li>Talking safely on line; The teaching will focus on: <b>I am kind and responsible</b></li> <li>Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.</li> </ul>	<ul style="list-style-type: none"> <li>Super Digital Citizen</li> </ul>	<ul style="list-style-type: none"> <li>Privacy rules</li> <li>The teaching will focus on: <b>I am safe</b></li> <li>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online.</li> <li>Use Safer Internet Day to focus on use of the internet and different technologies.</li> </ul>	<ul style="list-style-type: none"> <li>What’s cyber bullying?</li> </ul>	<ul style="list-style-type: none"> <li>Selling stereotypes</li> <li>The teaching will focus on: <b>I am healthy</b></li> <li>Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites</li> </ul>	<ul style="list-style-type: none"> <li>Selling stereotypes</li> </ul>
<ul style="list-style-type: none"> <li><b>History</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Full Steam ahead – What was it like to be a child in Queen Victoria’s Britain?</b></li> <li>Teaching will focus on: The study of Queen Victoria’s life, Poor children, Child labour Children’s reform Act</li> </ul>		<ul style="list-style-type: none"> <li><b>Changing roles of women How have women’s roles changed through history?</b></li> <li>Exploring the role of women in the following: Ancient times to the Renaissance, 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> Century, suffrage</li> </ul>		<ul style="list-style-type: none"> <li><b>What ever happened to the Kingdom of Benin?</b> (A Non-European society – Benin Kingdom. AD900) Where was the kingdom? Who was in charge? What was their trade? Did they have a religion? What did ordinary people do? What was the</li> </ul>	

	Schooling, Leisure time New innovations in Victorian Britain First railways – links to Strawberry line – Daily life		movement, First World War, 1950's,1960's and 1970's.		Golden age? Why did the Kingdom vanish?	
	Outcome: Biography of Queen Victoria, Non chronological report – working children, The introduction of the railways		Outcome: Letters home from a field hospital in WW1 and write a debate whether Shackleton was a hero or a coward for leaving his men and going to find help.		Outcome: Mayan Calendars painted and clay	Outcome: Creative Sci – fi Myth of the decline of the Mayan civilisation
<b>Geography</b>  Curiosity Community Flourishing		<b>The United Kingdom -Can you locate features of the UK?</b>  <b>Locate and identify the following:</b> Key geography feature, counties of U.K, towns and cities, hills and mountains, seas and coast and major rivers.  Teaching will focus on: Location of physical and human features of the UK - Rivers, mountains, seas, Countries, capital cities		<b>Our Local area – Can you use maps and grid references to explore the local area?</b>  Exploring the following locally: land use, settlements, climate zones, explore rivers, mountains and hills		<b>Exploring Africa What is special about Africa?</b> Exploring the following: identify and locate African countries, Western Africa and Nigeria, Northern Africa and Morocco, Central Africa and Tanzania, Sothern Africa and South Africa.
		Outcome: UK map jigsaw 3D		Outcome: Maps drawn to display with presentations		Outcome: Presentation on a part of Africa
<b>DT</b> Curiosity Community Flourishing		<b>Mechanical System CAMS – Moving Toy Context – The Victorians</b> Teaching will focus on: <b>Designing</b> - using research and develop design criteria to inform the design of functional, products that are fit for purpose, aimed at particular groups		<b>Textiles CAD – Mobile Phone Carrier Context – Personal Use</b> Teaching will focus on: <b>Designing</b> - using research and develop design criteria to inform the design of functional, products that are fit for purpose, aimed at particular groups		<b>Structures Frames – Shelter Making Context – Africa</b> Teaching will focus on: <b>Designing</b> - using research and develop design criteria to inform the design of functional, products that are fit for purpose, aimed at particular groups

		<p>- generating and communicating their ideas through discussion and annotated sketches</p> <p><b>Making</b></p> <p>- selecting from and use a wider range of tools and equipment to perform practical tasks accurately - investigating and analysing a range of existing products</p> <p>- applying their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Evaluating</b></p> <p>-sharing toy with intended audience and reflecting on feedback</p>		<p>- generating and communicating their ideas through discussion and annotated sketches</p> <p><b>Making</b></p> <p>- selecting from and use a wider range of tools and equipment to perform practical tasks accurately - investigating and analysing a range of existing products</p> <p>- applying their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Evaluating</b></p> <p>-sharing product with intended audience and reflecting on feedback</p>		<p>- generating and communicating their ideas through discussion and annotated sketches</p> <p><b>Making</b></p> <p>- selecting from and use a wider range of tools and equipment to perform practical tasks accurately - investigating and analysing a range of existing products</p> <p>- applying their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Evaluating</b></p> <p>-sharing shelter with intended audience and reflecting on feedback</p>
		Outcome: Moving toy to share with Year 1 reading buddy.		Outcome: Mobile phone carrier that is fit for purpose.		Outcome: Shelter to be used whilst travelling in Africa.
<p><b>Art &amp; Design</b></p> <p>Curiosity</p> <p>Community</p> <p>Flourishing</p>	<p><b>Collaboration and Community</b></p> <p><b>Shadow Puppets</b></p> <p>Context – Victorian Children</p> <p>Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make their own shadow puppets.</p>		<p><b>Working in 3D</b></p> <p><b>Take a Seat</b></p> <p>Context – relax after exercise</p> <p>Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.</p>		<p><b>Print, Surface, Texture</b></p> <p><b>Exploring Identity</b></p> <p>Context – moving schools</p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>	
	Outcome: Shadow Puppets to tell a story and entertain.		Outcome: Create a chair to reflect your own personality.		Outcome: Represent your own identity in a layered portrait.	
<p><b>Music</b></p> <p>Curiosity</p> <p>Community</p> <p>Flourishing</p>	<p>Listen / appraise songs</p> <p>Accompany songs with percussion</p> <p>Improvise/Compose/Perform</p>	<p>Churchill Music Festival</p> <p>Listen / appraise songs</p> <p>Accompany songs with percussion</p> <p>Improvise/Compose/Perform</p>	<p>Composition</p> <p>Notation</p> <p>Time signatures</p>	<p>Composition</p>	<p>Composition</p> <p>School production</p> <p>Public performance</p>	<p>Composition</p> <p>School production</p> <p>Public performance</p>
<p><b>RE</b></p> <p>Diversity</p> <p>Curiosity</p> <p>Community</p> <p>Flourishing</p>	<p>What does it mean to be part of a religion?</p> <p>Christianity, The journey in the Christmas story</p> <p>(a) How do Christians celebrate and live out their beliefs in:</p> <p>i the journey of life?</p> <p>ii their main festivals and practices?</p> <p>iii their faith communities?</p> <p>iv the wider world?</p>		<p>What does it mean to be a Muslim?</p> <p>What do Muslim people believe about Islam and Iman?</p> <p>What do Christians believe about Salvation? (Links with Easter)</p>		<p>What do people believe about life?</p> <p>(a) What feelings do people experience in relation to change and death?</p> <p>(b) What answers might be given by ourselves and by religions and beliefs to questions about:</p> <p>(i) the origin and meaning of life?</p> <p>(ii) our place in society and the natural world?</p>	



	(b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?				(iii) the existence of God? (iv) the experience of suffering? (v) life after death?	
	Outcome: Leaflet on Christianity	Outcome: A map of the journeys in the Christmas story	Outcome: Design of a prayer mat Outcome: Design a model to represent the five pillars of Islam		Outcome: Zacchaeus story - 'freeze-frame' representing the most important part of the story	
<b>PE</b> Get Set 4 P.E	Gymnastics – Balance – points and patches – Floor and apparatus Invasion Games - Games for understanding <ul style="list-style-type: none"> <li>- Basis netball skills</li> <li>- understand the need to attack or defend</li> <li>- use tactics to invade space</li> </ul>	Dance – Learning the style of the Jitterbug Invasion Games - Games for understanding <ul style="list-style-type: none"> <li>- Basis hockey skills</li> <li>- understand the need to attack or defend</li> <li>- use tactics to invade space</li> <li>- Create own game related to Hockey game</li> </ul>	Dance – G Get Set 4 P.E <ul style="list-style-type: none"> <li>- Banghra dance, Dances from the past – 1970's Disco, The jitterbug, The twist.</li> </ul> Invasion Games - Games for understanding <ul style="list-style-type: none"> <li>- Basis rugby skills</li> <li>- understand the need to attack or defend</li> <li>- Create own small game related to rugby</li> </ul>	Gymnastics – balance – counter tension, flight to travel, sequences, cannon, partner work Outdoor and adventurous activities: Orienteering, Low ropes. Shelter building, archery Invasion Games - Games for understanding <ul style="list-style-type: none"> <li>- Basis football skills</li> <li>- understand the need to attack or defend</li> <li>- Create own small game related to football</li> </ul>	Athletics, - Running, jumping & throwing Net/Wall games – <ul style="list-style-type: none"> <li>- Hand/racket eye co- ordination</li> <li>- Games for understanding - space</li> </ul> Creation of own game 1v1. 2v2 Striking and fielding games – <ul style="list-style-type: none"> <li>- Hand/bat eye co- ordination</li> <li>- Games for understanding</li> <li>- Creation of own game 1v1. 2v2</li> </ul>	Athletics, - Running, jumping & throwing Striking and fielding games – <ul style="list-style-type: none"> <li>- Hand/bat eye co- ordination</li> <li>- Games for understanding</li> </ul> Creation of own game 1v1. 2v2
	Outcome: Perform a Gymnastic sequence involving points and patches – Creation of a simple netball type game	Outcome: Perform a jitterbug dance with a partner, Creation of a simple Hockey type game	Outcome: Perform a dance sequence with a partner and group, Creation of a rugby type game	Outcome: Perform a gymnastic sequence with a partner, Creation of a football type game	Outcome: Creation of a simple Striking and fielding games	Outcome: Creation of a simple Striking and fielding games
<b>French</b> Diversity Curiosity Flourishing	<b>Notre école (Our school) Unit 15</b> Towns and cities in France Where I live French schools Places around school School subjects Counting to 30	<b>Notre école (Our school) Unit 15</b> Objects in the classroom Prepositions Paris – famous places/places to visit. Christmas vocabulary Translating the Nativity Story Counting to 50 in ones and 60 in multiples of 10	<b>Le passé et le présent (Then and now) Unit 16</b> Revise telling the time - o'clock and half past. Introduce quarter past Revisiting places in the locality Different types of shops Describing buildings - old/new, ugly/ beautiful Counting in multiples of 10 to 100	<b>Le passé et le présent (Then and now) Unit 16</b> Comparing places - then and now Sentence building including past tense - There is/was Days and months of the year Saying the date including the year	<b>Bon appétit (Enjoy your meal!) Unit 17</b> Cafe food Regional food Creating menus Using a French dictionary Counting to 100	<b>Bon appétit (Enjoy your meal!) Unit 17</b> Saying what food I like At the cafe - role play Ordering drinks, snack and ice-creams Counting to 100+

				Counting in ones from 70-100		
	<b>Outcome</b>	<b>Outcome: Leaflet about Paris</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Outcome</b>