

Year 6 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (NC)	<u>ANIMALS INC HUMANS</u> -To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -To describe the ways in which nutrients and water are transported within animals, including humans.	<u>LIGHT</u> -To recognise that light appears to travel in straight lines. -To 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. -To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>ELECTRICITY</u> -To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. -To 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. -To use recognised symbols when representing a simple circuit in a diagram.	<u>WORKING SCIENTIFICALLY</u> -To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -To use test results to make predictions to set up	<u>ALL LIVING THINGS</u> -To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. -To give reasons for classifying plants and animals based on specific characteristics.	<u>EVOLUTION AND INHERITANCE</u> -To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

				<p>further comparative and fair tests.</p> <p>-To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>-To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
Geography (NC)		<p>HISTORY AND GEOGRAPHY</p> <p><u>WHAT DIFFERENCE HAS 500 YEARS MADE TO THE DOCKLANDS?</u></p> <p><i>-Building on prior learning about location and uses of Thames (Year 3) and world trade and routes and of rivers and settlements (Year 3) to give reasons for location and development of Docklands, in London presented on accurately drawn maps (including compass +grid referencing).</i></p> <p><i>Use a variety of sources and chronological knowledge of past and timeline events to explain why Docklands in London became central to trade in UK, and how and why it has changed to become a centre of commerce in the present day (inc Victorians and industrial revolution to identify and describe changes/developments in industry and transport (Underground) during the Victorian period and the impact on the landscape and lives in</i></p>	<p>HISTORY AND GEOGRAPHY</p> <p><u>HOW DID WORLD WAR TWO AFFECT US?</u></p> <p><i>-Draw accurate world maps to describe spread of German Empire, building on knowledge of transport development (Y1 + previous unit) to make comparisons with other expansions/invasions (Romans Y4, Vikings Y5).</i></p> <p><i>-Locate accurately on own correctly scaled local area maps bombsites, shelters, ARW sites and using understanding of importance of Docklands (previous unit) to give reasons for bomb location.</i></p> <p><i>-Selected and used variety of sources to recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing) and to define changing role of women in society.</i></p> <p><u>GEOGRAPHICAL SKILLS</u></p>	<p><u>HOW HAVE OUR LOCAL SHOPS CHANGED OVER TIME?</u></p> <p><i>-Draw maps of local area (including compass and grid referencing) of local shops and sources of produce. Building on prior learning of trade and importation (Yr 3) and Empire and World trade and WW2 events to identify and suggest reasons for change, differences, or continuity in the produce available.</i></p> <p><i>-Can also include ideas for future development of</i></p>	

		<p><i>London, as development of Empire expansion as a concept.</i></p> <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p><i>London, linked to concepts of trade and technological developments in transport (linking to prior learning KS1), as well as in communication and across time zones/lines of latitude etc.</i></p> <p><u>GEOGRAPHICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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History (NC)	<p><u>WHY WERE THE SPANISH AT WAR WITH THE TUDORS?</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The changing power of monarchs. To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>The Tudors</p> <p><i>-To reinforce learning about trade, transport (including Columbus Yr2) and empire when exploring reasons for</i></p>	<p>HISTORY AND GEOGRAPHY</p> <p><u>WHAT DIFFERENCE HAS 500 YEARS MADE TO THE DOCKLANDS?</u></p> <p>A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (London)</p> <p>The Docklands</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>The Victorians</p> <p><i>-Building on prior learning about location and uses of Thames (Year 3) and world trade and routes and of rivers and settlements (Year 3) to give reasons for location and development of Docklands, in London presented on accurately drawn maps (including compass +grid referencing).</i></p> <p><i>Use a variety of sources and chronological knowledge of past and timeline events to explain why Docklands in London became central to trade in UK, and how and why it has changed to become a centre of commerce in the present day (inc Victorians and industrial revolution to identify and describe changes/developments in industry and</i></p>	<p>HISTORY AND GEOGRAPHY</p> <p><u>HOW DID WORLD WAR TWO AFFECT US?</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>World War 2</p> <p><i>-Draw accurate world maps to describe spread of German Empire, building on knowledge of transport development (Y1 + previous unit) to make comparisons with other expansions/invasions (Romans Y4, Vikings Y5).</i></p> <p><i>-Locate accurately on own correctly scaled local area maps bombsites, shelters, ARW sites and using understanding of importance of Docklands (previous unit) to give reasons for bomb location.</i></p> <p><i>-Selected and used variety of sources to recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing) and to define changing role of women in society.</i></p>	
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	<p><i>Spanish Armada, including expanse of Spanish Conquistadors (previous unit) and QE1's response.</i></p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and 	<p><i>transport (Underground) during the Victorian period and the impact on the landscape and lives in London, as development of Empire expansion as a concept.</i></p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources 		
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	organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources				
Art (NC and skills progression)	<u>3D FORM</u> -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. -Create sculpture and constructions with increasing independence. -Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on		<u>TEXTILES/COLLAGE</u> -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. -Show awareness of the potential of the uses of material. -Use different techniques, colours and textures etc. when designing and making pieces of work.		<u>DRAWING</u> -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. -Create intricate patterns and textures using different grades of pencil and other media to create lines, marks and develop tone. -Develop their own style using tonal contrast and mixed media drawing.

	<p>all sides e.g. coil pot) work.</p> <p>-Join pieces of clay effectively using scoring, blending and slip to create a relief clay piece of art.</p> <p>-Combine medias to create a sculpture (e.g. incorporate glass pebbles, paint/glaze object).</p> <p>*Augusta Savage</p>		<p>-To be expressive and analytical to adapt, extend and justify their work.</p> <p>-Use sewing skills to join textiles together to make simple items (eg. textile art or fashion design).</p> <p>-Use a number of different stitches creatively to produce different patterns and textures.</p> <p>-Apply decoration to meet a desired effect.</p> <p>-Changing and modifying threads and fabrics by knotting, fraying, fringing, pulling threads, twisting or plaiting.</p> <p>*Fashion Designers (Vivienne Westwood, Mary Quant, Stella McCartney)</p>		<p>-Draw 3D objects accurately, using perspective to create depth in artwork.</p> <p>- Develop skills in arranging a composition, observational drawing, drawing to scale and in proportion.</p> <p>*Escher</p>	
DT (NC)		<p><u>STRUCTURES/MECHANICAL SYSTEMS/ELECTRICAL SYSTEMS/CAD</u></p> <p>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>		<p><u>STRUCTURES AND MATERIALS/ ELECTRICAL SYSTEMS/CAD/COMPUTING</u></p> <p>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>		<p><u>FOOD AND NUTRITION</u></p> <p>-To understand and apply the principles of a healthy and varied diet.</p> <p>-To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>-To understand seasonality, and know where and how a variety</p>

		<p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>-To investigate and analyse a range of existing products.</p> <p>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>-To understand how key events and individuals in design and technology</p>		<p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>-To investigate and analyse a range of existing products.</p> <p>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>-To understand how key events and individuals in design and technology have helped shape the world.</p> <p>-To apply their understanding of how to strengthen, stiffen and</p>		<p>of ingredients are grown, reared, caught and processed.</p> <p>Make fish/vegetarian cakes using homemade breadcrumbs.</p>
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		<p>have helped shape the world.</p> <p>-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p> <p>Make a bird feeder to encourage problem solving using levers to get food and incorporating pulleys and an electrical system.</p>		<p>reinforce more complex structures.</p> <p>-To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p> <p>Use of wheels/axles: Make a working model of an affordable car designed for a family.</p>		
RE (Barnet Syllabus for Religious Education Nov 2018)	<p><u>PILGRIMAGE AND SACRED PLACES (AROUND THE WORLD)</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u></p> <p>-To understand why people make special journeys</p>	<p><u>JOURNEY OF LIFE AND DEATH</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u></p> <p>-To understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p>	<p><u>BELIEFS IN ACTION</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u></p> <p>-To identify and understand the responses of religions and beliefs to global issues.</p>			

	<ul style="list-style-type: none"> -To explore the variety and importance of sacred spaces in the local and wider community -To understand why these places are of religious significance to the particular faith groups. 	<ul style="list-style-type: none"> -To understand the different beliefs about life after death and what teachings they are based upon 	<ul style="list-style-type: none"> -To identify and explain the similarities and differences within and between religions in their responses.
PSHE (PSHE and Wellbeing Framework for Primary Schools)	<p><u>HEALTHY LIFESTYLES</u></p> <ul style="list-style-type: none"> -To learn about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. -To understand the facts and science relating to immunisation and vaccination. -To know about what is meant by first aid; basic techniques for dealing with common injuries, including head injuries (recap on making a 999 call). -To understand the benefits and risks of sun exposure and know how to keep themselves safe. -To understand some basic facts around immunisations -To be able to demonstrate some basic firstaid techniques and talk through how to make a clear 999 call. <p><u>DRUG EDUCATION - Drugs, risks and the media</u></p> <ul style="list-style-type: none"> -To understand the effects, risks and laws in relation to drugs. -To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping. -To know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. -To be able to describe effects and risks, understand consequences of drug use and know where to go for help. 	<p><u>MOVING ON</u></p> <ul style="list-style-type: none"> -To recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing. -To learn about taking on more personal responsibility, managing setback and reframe unhelpful thinking. -To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. -To have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools. -To recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them. <p><u>MENTAL HEALTH AND ONLINE SAFETY</u></p> <ul style="list-style-type: none"> -To learn about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing. -To know why social media and some online games are age restricted. -To know how to be a discerning consumer of information online and that information from search engines is ranked, selected and targeted. -To understand the links between time spent 	<p><u>PUBERTY AND RELATIONSHIPS</u></p> <ul style="list-style-type: none"> -To explore positive and negative ways of communicating in a relationship. -To know that there is nothing that they should be afraid to ask about. -To know that communication and permission seeking are important. -To know when it is appropriate to share personal/private information in a relationship. <p><u>SEX EDUCATION</u></p> <ul style="list-style-type: none"> -To learn about the links between puberty and reproduction. -To learn about the different ways people might start a family. -To know some basic facts about conception and pregnancy. -To be able to describe the decisions that have to be made before having children (including age of consent). <p><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> -To know that people may be attracted to someone (of the opposite or same sex) romantically and sexually. -To know that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that

<p><u>CONFLICT RESOLUTION</u></p> <ul style="list-style-type: none"> -To learn about how to deal with conflicts as they arise. -To know how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online). -To be able to suggest strategies for handling conflict. -To be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable. -To be able to recognise how "peer acceptance" may be influential in their actions and behaviours. <p><u>CELEBRATION – supporting each other</u></p> <ul style="list-style-type: none"> -To learn about the people who are responsible for helping them stay healthy and safe, ways that they can help these people, and how showing kindness to these people is a positive expression of thank and celebration for them. -To understand the importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. -To be able to demonstrate how to show care and compassion to others. <p><u>PROTECTED CHARACTERISTICS AND BULLYING</u></p> <ul style="list-style-type: none"> -To learn about the 'protected characteristics' within the Equality Act (2010). -To know that our behaviour has an effect on others and ourselves (including online) and discriminatory behaviours are wrong. 	<p>online and their mental and physical health and wellbeing.</p> <p><i>-To understand the many benefits of the internet as well as how they may be targeted as a consumer.</i></p> <p><u>FAMILY DYNAMICS</u></p> <ul style="list-style-type: none"> -To know about how families behave. -To recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise. <p><u>DEMOCRACY AND DECISIONS</u></p> <ul style="list-style-type: none"> -To learn about government and parliament. -To be able to explain how our government and parliament function. <p><u>MEDIA LITERACY AND DIGITAL RESILIENCE</u></p> <p><i>-To know about how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.</i></p> <p><i>-To recognise things appropriate to share and things that should not be shared on social media; rules around distributing images.</i></p> <p><i>-To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</i></p> <p><i>-To understand the law around sharing images.</i></p> <ul style="list-style-type: none"> -To look at current media campaigns including how images can be manipulated and content can be targeted. 	<p>commitment.</p> <ul style="list-style-type: none"> -To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. -To appreciate there are different types of love e.g. parental love, partner love, friendship love etc. -To be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into if they don't absolutely want to do so. <p><u>MONEY AND ME</u></p> <ul style="list-style-type: none"> -To learn about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions. -To learn about risks associated with money including different ways money can be won or lost through gambling-related activities (including online) and the impact this has on health, wellbeing and future aspirations. -To learn about enterprise and the skills that make someone 'enterprising'. -To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). -To consider the links between money and wellbeing including knowledge around the risks of gambling (on and offline). <p><u>ASPIRATIONS, WORK AND CAREER</u></p> <ul style="list-style-type: none"> -To know that some jobs are paid more than others and money is one factor which may
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	<p>-To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>-To understand about bullying and discrimination and the effect of these on others and themselves.</p>		-To design a positive media campaign aimed at children.		<p>influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>-To identify the kind of job they might like to do when they are older.</p> <p>-To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>-To have an understanding about a variety of different jobs/careers and the possible routes to these.</p> <p>-To have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</p>	
Computing (Purple Mash)	Information Technology <p>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p><u>Computing skills</u></p>	Computer Science <p>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Computing skills</u></p> <p><i>-To turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then</i></p>	Computer Science <p>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	Digital Literacy <p>-To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>-To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p><u>Computing skills</u></p> <p><i>-To understand and explain in some depth the difference between the internet and the World Wide Web.</i></p> <p><i>-To know what a WAN and LAN are and describe how they access the Internet in school.</i></p>	Computer Science <p>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Computing skills</u></p> <p><i>-To turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and</i></p>	Information Technology <p>-To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Computing skills</u></p> <p><i>-To make clear connections to the audience when designing and creating digital content.</i></p> <p><i>-To design and create their own blogs to become a content creator on the Internet.</i></p>

	<p>-To readily apply filters when searching for digital content.</p> <p>-To explain in detail how credible a webpage is and the information it contains.</p> <p>-To compare a range of digital content sources and rate them in terms of content quality and accuracy.</p> <p>-To use critical thinking skills in everyday use of online communication.</p> <p>-To understand and explain in some depth the difference between the internet and the World Wide Web.</p> <p>-To know what a WAN and LAN are and describe how they access the Internet in school.</p> <p>Purple Mash Module: Unit 6.2 Online Safety</p>	<p>decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.</p> <p>-To test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>-To translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other.</p> <p>Purple Mash Module: Unit 6.1 Coding using 2Code</p>	<p><u>Computing skills</u></p> <p>-To interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</p> <p>-To display an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p> <p>-To demonstrate the safe and respectful use of a range of different technologies and online services.</p> <p>-To identify more discreet inappropriate behaviours through developing critical thinking.</p> <p>-To recognise the value in preserving their privacy when online for their own and other people's safety.</p> <p>Purple Mash Module: Unit 6.5 Text Adventures</p>	<p>-To readily apply filters when searching for digital content.</p> <p>-To explain in detail how credible a webpage is and the information it contains.</p> <p>-To use critical thinking skills in everyday use of online communication.</p> <p>Purple Mash Module: Unit 6.4 Blogging</p>	<p>applying skills from previous programs.</p> <p>-To test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>Purple Mash Module: Unit Understanding Binary</p>	<p>-To use criteria to evaluate the quality of digital solutions and identify improvements, making some refinements.</p> <p>Purple Mash Module: Unit 6.9 Spreadsheets (with Google sheets)</p>
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<p>PE (GM)</p> <p>(NC and skills progression)</p>	<p><u>Invasion Games (Football)</u></p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To play effectively in a variety of positions and formations on the pitch. -To relate a greater number of attacking and defensive tactics to game play. -To become more skilful when performing movements at speed. -To choose and implement a range of strategies to attack and defend. -To perform a wider range of more complex skills. -To recognise and describe good individual and team performances. 	<p><u>Invasion Games (Netball)</u></p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To be able to confidently use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills. -To begin to play effectively in different positions on the pitch in both attack and defence. -To increase power and strength of passes, moving the ball over longer distances. -To work as a team to improve group tactics and game play. -To play within the rules using blocking skills for shots and passes. -To develop defensive skills. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To lead group warm up showing understanding of need for strength and flexibility. -To demonstrate accuracy, consistency and clarity of movement. -To work independently and in small groups to make up own sequences. -To arrange own apparatus to enhance work and vary compositional ideas. -To experience flight on and off of high apparatus. -To perform increasingly complex sequences. -To combine own ideas with others to build sequences. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To investigate running styles and changes of speed. -To practise throwing with power and accuracy. -To throw safely and with understanding. -To demonstrate good running technique in a competitive situation. -To explore different footwork patterns. -To understand which technique is most effective when jumping for distance. -To utilise all the skills learned in this unit in a competitive situation. 	<p><u>Net Wall Games (Tennis)</u></p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To introduce Volley shots and Overhead shots. -To apply new shots into game situations. -To play with others to score and defend points in competitive games. -To further explore Tennis service rules. -To develop backhand shots. -To introduce the lob. -To begin to use full tennis scoring systems. -To continue developing doubles play and tactics to improve. 	<p><u>Striking and Fielding Games (Cricket)</u></p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To link together a range of skills and use in combination. -To collaborate as a team to choose, use and adapt rules in games. -To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. -To apply with consistency standard cricket rules in a variety of different styles of games. -To attempt a small range of recognised shots in isolation and in competitive scenarios. -To use a range of tactics for attacking and defending in role of
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	<i>-To suggest, plan and lead simple drills for given skills.</i>		<i>-To compose and practise actions and relate to music. -To show a desire to improve competency across a broad range of gymnastics actions.</i>			<i>bowler, batter and fielder.</i>
PE (CT) (NC and skills progression)	Fitness -To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To lead group warm up showing understanding of need for strength and flexibility.</i> <i>-To demonstrate accuracy, consistency and clarity of movement.</i> <i>-To work independently and in small groups to make up own sequences.</i> <i>-To arrange own apparatus to enhance work and vary compositional ideas.</i> <i>-To experience flight on and off of high apparatus.</i> <i>-To perform increasingly complex sequences.</i>	Dance -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To work collaboratively to include more complex compositional ideas.</i> <i>-To develop motifs and incorporate into self-composed dances as individuals, pairs & groups.</i> <i>-To talk about different styles of dance with understanding, using appropriate language & terminology.</i>	Outdoor and Adventurous Activities -To take part in outdoor and adventurous activity challenges both individually and within a team.	Athletics -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To investigate running styles and changes of speed.</i> <i>-To practise throwing with power and accuracy.</i> <i>-To throw safely and with understanding.</i> <i>-To demonstrate good running technique in a competitive situation.</i> <i>-To explore different footwork patterns.</i> <i>-To understand which technique is most</i>	Dance -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To work collaboratively to include more complex compositional ideas.</i> <i>-To develop motifs and incorporate into self-composed dances as individuals, pairs & groups.</i> <i>-To talk about different styles of dance with understanding, using appropriate language & terminology.</i>

		<p><i>-To combine own ideas with others to build sequences.</i></p> <p><i>-To compose and practise actions and relate to music.</i></p> <p><i>-To show a desire to improve competency across a broad range of gymnastics actions.</i></p>			<p><i>effective when jumping for distance.</i></p> <p><i>-To utilise all the skills learned in this unit in a competitive situation.</i></p>	
Music (NC and skills progression)	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p>	<p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.</p>

	<p>from great composers and musicians. -To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Samba</p>	<p>-To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Chair Drumming</p>	<p>different traditions and from great composers and musicians. -To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Suspense</p>	<p>-To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Music Technology</p>	<p>-To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Class Orchestra</p>	<p>-To develop an understanding of the history of music.</p> <p>Singing: sing with a sense of ensemble observing rhythm, phrasing, accurate pitching and appropriate style. Homophonic harmony. Rehearsal and performance.</p> <p>Musicianship: apply their range of musical knowledge to improvisation and composition to evoke an atmosphere, mood or genre.</p> <p>Notation: Reinforce and improve fluency with conventional notation. Read rhythm pieces with more than one part. Simple drum notation.</p> <p>Year 6 Production</p>
MFL	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through	-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through

<p>(NC and skills progression)</p>	<p>songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> -To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -To speak in sentences, using familiar vocabulary, phrases and basic language structures. -To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -To present ideas and information orally to a range of audiences. -To read carefully and show understanding of words, phrases and simple writing. -To appreciate stories, songs, poems and rhymes in the language. -To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -To describe people, places, things and actions orally and in writing. -To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p><i>-To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</i></p>	<p>songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> -To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -To speak in sentences, using familiar vocabulary, phrases and basic language structures. -To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -To present ideas and information orally to a range of audiences. -To read carefully and show understanding of words, phrases and simple writing. -To appreciate stories, songs, poems and rhymes in the language. -To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -To describe people, places, things and actions orally and in writing. -To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p><i>-To write sentences on a few topics using a model, a writing frame, sentence starters etc.</i></p> <p><i>-To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</i></p>	<p>through songs and rhymes and link the spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> -To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -To speak in sentences, using familiar vocabulary, phrases and basic language structures. -To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -To present ideas and information orally to a range of audiences. -To read carefully and show understanding of words, phrases and simple writing. -To appreciate stories, songs, poems and rhymes in the language. -To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -To describe people, places, things and actions orally and in writing. -To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p><i>-To appreciate that Spanish words do not always have a direct equivalent in English.</i></p> <p><i>-To write a short simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</i></p>
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	<p><i>-To write individual words accurately, building them from written syllables.</i></p> <p><i>-To write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</i></p> <p><i>-To ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others</i></p> <p><i>-To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</i></p> <p><i>-To read words and phrases from his/her oral vocabulary (as well as new words) aloud with understandable pronunciation, applying phonics knowledge.</i></p> <p><i>-To understand a short text made up of short sentences with familiar language on a familiar topic.</i></p>	<p><i>-To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to source material.</i></p> <p><i>-To use a repertoire of classroom language with teachers and peers.</i></p> <p><i>-To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</i></p> <p><i>-To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</i></p>	<p><i>-To use high frequency verb forms, nouns, articles and adjectives to form simple sentences.</i></p> <p><i>-To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</i></p> <p><i>-To use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</i></p> <p><i>-To use subordinating connectives eg. because.</i></p>
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