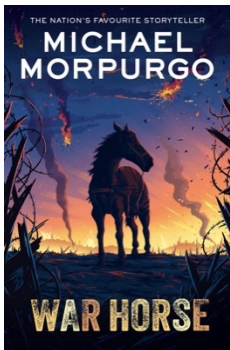
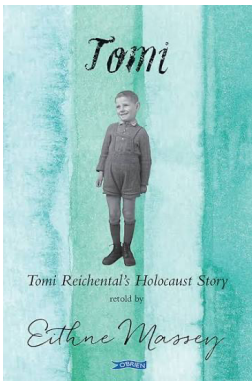
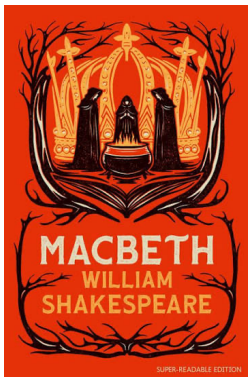
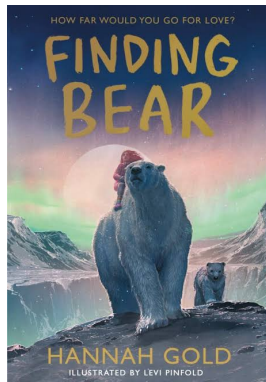
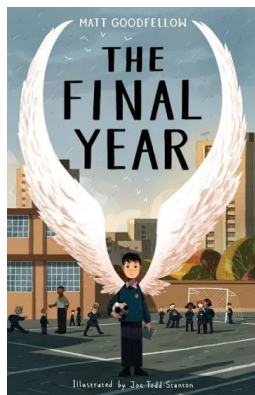




Autumn Term		Spring Term		Summer Term	
Autumn 1 Conflict and resolution	Autumn 2 Mapping Our World	Spring 1 Mapping Our World	Spring 2 Global Challenges : Climate Change	Summer 1 Ancient Greece	Summer 2 Global Challenges : Trade
					
Hook: Eden Camp	Hook: National Holocaust Museum	Hook: OS Mapping day in school	Hook: Climate change workshop Parental workshop – Climate Change	Hook: In-school Greek Day	Hook: Co-op visit
Writing Outcomes: Diary Entry World War Poetry	Writing Outcomes: Newspaper article Information text	Writing Outcomes: Balanced Argument Character description	Writing Outcomes: Persuasive Letter to out MP Chapter re-write Non-Chronological report writing	Writing Outcomes: Novel synopsis Short story writing	Writing Outcomes: Diary Entry (PGL) Report



Curriculum Drivers

Science Key Objectives & Outcomes

Working scientifically

Approaches to enquiry

- Children should select the most appropriate ways to answer science questions using different types of scientific enquiry, including:
- Observing changes over different periods of time,
- Noticing patterns. · Grouping and classifying things.
- Carrying out comparative and fair tests.
- Finding things out using a wide range secondary sources of information.

Planning

- Plan different types of scientific enquires to answer questions.
- With prompting, recognise and control variables where necessary.

Observing

- Select, with prompting, and use appropriate equipment to take reading.
- Take precise measurements using standard units. · Begin to understand the need for repeat readings.

Recording

- Take and process repeat readings.
- Record data and results.
- Record data using labelled diagrams, keys, tables and charts.
- Use line graphs to record data. Concluding
- Reports and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships. · With support, present findings from enquiries orally and in writing. Evaluating
- Suggest further comparative or fair test.

Light and Perception –

Light is reflected off objects into our eyes

- Light travels in straight lines
- The human eye is a complex organ
- Light enters through the pupil and passes through to the retina
- The rods and cones of the retina change the light into electrical signals
- The optic nerve takes the signals to the brain Light bounces off a reflective surface and changes direction
- Shiny surfaces reflect light all at the same angles

Classification –

- Carl Linnaeus was a Swedish scientist, who believed it was very important to have a standard system of classification.
- Classification is the process of arranging organisms, both living and extinct, into groups based on similar characteristics.
- Taxonomy is the science of naming and classifying organisms.
- The Linnaean System is the classification method introduced in 1758 by Carl Linnaeus.
- The Linnaean system classifies living things into kingdom, then phylum, class, order, family, genus, species
- A vertebrate is an animal with a backbone.

Evolution and Inheritance –

- Fossils are the preserved remains or impressions of once living things from the past.
- A paleontologist searches for and investigates fossils.
- Mary Anning was a paleontologist whose findings are key to understanding how living things on our planet have changed over time.
- Her key findings were the complete remains of an ichthyosaur and plesiosaur; sea creatures which are now extinct.
- The plesiosaur was a previously unknown creature.
- People at the time didn't believe that species could become extinct
- Living things have adapted, or changed, over time to be able to survive in their environment.
- Some adaptations help the living thing survive the climate.
- Some adaptations enable the living thing to get the nutrition it needs to survive (food or water).
- Living things have adapted, or changed, over time to be able to survive in their environment.
- Some adaptations help the living thing survive the climate.
- Some adaptations enable the living thing to get the nutrition it needs to survive (food or water)
- Natural selection is a term that means living things that are better adapted to their environments.

Electricity and Circuits –

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Circulation and lifestyle –

- Blood is made up of 4 main components: red blood cells, white blood cells, plasma and platelets.
- Red blood cells carry oxygen around our body
- White blood cells fight off disease and infection
- Plasma is a straw-coloured liquid carrying the different types of cell.
- Platelets clot the holes in blood if you graze or injury yourself.
- The heart has 4 main chambers: Left Atrium, Right Atrium, Left Ventricle and Right ventricle.
- The are 4 main blood vessels that transport blood to and from the heart: The Aorta, the Superior Vena Cava, the Pulmonary Artery and the Pulmonary Vein.
- Valves ensure the blood travels in only one direction. •The circulatory system

Year 6



• Rough surfaces reflect scattered light • The law of reflection means the angle of incidence is always equal to the angle of reflection • The normal line is perpendicular to the reflector Light moves slowly through materials denser than air, like water • Light changes direction when it travels through transparent materials • Refraction is when light slows down and changes direction causing objects to appear bent or distorted • The angle of refracted light and the angle of incidence are not equal. Isaac Newton discovered that clear white light is made up of 7 colours • The visible light spectrum is the part of the electromagnetic spectrum that the human eye can see • Light waves can be absorbed, transmitted or reflected to create colour • Objects that absorb all wavelengths of light and reflect no colours create black. • Some objects do not absorb any visible wavelengths of light and reflect all the colours to create white • Shadows are formed by blocking light • Opaque objects create clear shadows • Translucent objects create unclear shadows • Transparent objects cannot create shadows	• There are six kingdoms of classification. The groups are then divided into smaller groups phylum, class then order. • Family –a group of living things which all have very similar features. • Genus -living things are grouped together based on similar features and being closely related. • Species -each living thing is named after its individual features and characteristics. • The Linnaean system classifies living things into kingdom, then phylum, class, order, family, genus, species • An invertebrate is an animal without a backbone. • There are six kingdoms of classification. The groups are then divided into smaller groups phylum, class then order. • Family –a group of living things which all have very similar features. • Genus -living things are grouped together based on similar features and being closely related. • Species -each living thing is named after its individual features and characteristics • All plants are made up of similar parts that are essential in maintaining their survival. • Flowering plants are the biggest and most varied group of plants. More than 80% of all types of plant produce flowers. • Non-vascular plants do not have roots or a stem. • Angiosperms is the scientific name for flowering plants. • Gymnosperms is the scientific name for non-flowering plants. • Plantae Kingdom • The five different types of living microorganisms are bacteria,	• Living things that are better adapted tend to have a greater chance of survival and so are able to produce more offspring. • 'Survival of the fittest' is a term which refers to those who are well adapted for their environment and so do survive. • This process leads to evolution • Living things do not choose to evolve. It happens as a result of environmental changes to their environment. • Evolution takes a very long time to happen. • Charles Darwin and Alfred Wallace both studied evolution • Living things are made of cells. • Genes contain the information that gives a living thing its characteristics, or traits. • Genes are found inside every cell of a living thing. • These genes are passed on to us by our parents. They are hereditary (inherited from them). • DNA is made up of genes. • Some genes are dominant. Others are recessive • Our bodies are made up of cells. • Each cell contains chromosomes which are made up of our genetic code, known as our DNA. • We have 46 chromosomes, half from each of our parents. These pair up. • If one of the pair is dominant, it will determine that trait. • Humans can choose which plant or animals to combine in order to select particular traits from different varieties of a species. • Dogs around today are a result of years of artificial selection known as selective breeding. • Gregor Mendel's work used artificial selection as he chose which pea plants to combine. • Living things become extinct when something happens which means they cannot reproduce and so the species dies out. • Things that lead to extinction are: 1.Changes in the environment itself, 2.Introduction of new predators 3.Introduction of new diseases 4.Introduction of new competitors e.g. for food • Living things are in danger of extinction today because of the actions of humans. • Climate change is the biggest threat to the diversity of life on Earth.		has a dual circuit. The first is called a pulmonary system the second a systemic system. • Lungs play a large part in the circulatory system, infusing blood with oxygen and exhaling the waste product carbon dioxide. • 3 types blood vessels distribute blood throughout the body: arteries, veins and capillaries. • Our bodies require many nutrients to keep our bodies fit and healthy. • 5 key food groups needed: carbohydrates, proteins, fats, vitamins and minerals. • Our blood transports 3 key nutrients: amino acids, fatty acids and glucose. • Diffusion is the act of transporting nutrients from the digestive track into the circulatory system. • Regular exercise strengthens the cardiovascular system -increasing oxygen distribution around the body. • Target heart rate is the rate (beats per minute) you should aim to get to during exercise (for optimum benefits) • Lactate is produced by the body and converted into energy when oxygen levels deplete (lower). • High levels of lactate in muscles can create lactic acid build and muscle cramping/ soreness. • There are 3 types of drug: legal, legal with restriction and illegal. • Within these 3 types are 4 forms of drug: stimulants, depressants, analgesics and hallucinogens. • All drugs can become addictive. • All drugs can have long term effects on the body if they are overused.
---	--	---	--	--



•The lower the angle of the light source, the longer the shadow that is formed •The closer the object is to a light source –the wider the shadow becomes •A brighter light source forms a clearer, more defined shadow •Light pollution is the unnecessary use of light •There are 3 types of light pollution: glare, light trespass and sky glow •Ecosystems are disrupted by light pollution •Light trespass can cause health problems like sleep disorders •Shielding lights properly can reduce light pollution	viruses, fungi, protozoa, and algae. • Viruses are not included in the six-kingdom classification system. This is because some people do not consider them to be ‘alive’. • Many microorganisms can be harmful. Most of the diseases are caused by certain microorganisms. These microbes are called pathogens. • There are many microorganisms that can be helpful such as bacteria in our digestive system and that we include in food and drink. • A habitat is a place where an organism makes its home. • The main elements of a habitat are shelter, water, food, and space. • Biological diversity (also known as biodiversity) is the variety of life on earth • The Earth’s biodiversity is in decline due to activities such as deforestation, land-use change, agricultural intensification, over-consumption of natural resources, pollution and climate change. • This has been a widespread loss of 75% of species over a relatively short geological time of two million years			
--	---	--	--	--



History Key Objectives & Outcomes

Conflict and resolution: Archduke Franz Ferdinand, the Austro-Hungarian heir, was killed on 28th June 1914 in Sarajevo. •The Triple Entente was made up of the British, French and Russian Empires. •The Triple Alliance was made up of the German, Austro-Hungarian and Italian Empires. •Many soldiers from the British colonies were sent to fight in the First World War. In 1916, the Military Service Act introduced conscription calling for every unmarried man aged between 18-41 to enlist for military service. •The colonies of the British Empire supported the war effort by provided many soldiers. •India, Canada, South Africa, Australia, New Zealand and the Caribbean all contributed soldiers to support Britain on the Western Front and beyond. •Walter Tull was awarded the British War Medal and Victory Medal and he was recommended for a Military Cross. •The Western Front stretched 400 or more miles through France and Belgium. •There were 3 trenches, the front-line trench, the support trench and the reserve trench. •No Man's Land was the area between the trenches that neither side controlled. •Trenches protected soldiers but the conditions in them were terrible. •The Battle of the Somme is known as the most devastating and costly battles of World War One. •The government needed women to work in munition's factories as there were less men because they were fighting the war. •Because of the war, women had the opportunity to do the jobs that were reserved for only men before the war.		• The Minoan civilisation was the first to develop in Ancient Greece around 4000 years ago. • British archaeologist Sir Arthur Evans excavated ruins and found evidence of the Minoans. • The Mycenaeans had come to dominate mainland Greece and expanded through former Minoan territory after 1450BCE. • Greece was a mountainous country, which made it difficult to unite under a single government. • The Greeks lived in cities called city-states. • Each city-state ruled itself and had its own government, laws, and army. • Although living in different city-states, all Greeks had a shared identity of being Greek. • The Classical Period is often referred to	
--	--	---	--



•Up to one million women worked in munition's factories. •Munition's factories were dangerous places to work. •The First World War ended at 11am on 11th November 1918. •Germany signed the armistice, an agreement for peace and stopped the fighting. Neither side surrendered nor won. •The Treaty of Versailles gave Germany harsh peace terms to follow such as taking blame for starting the war. •World War I was known as the "war to end all wars" because of the great slaughter and destruction it caused. •Civilians had experienced hardship and loss throughout the war. •Soldiers that did come home after the war were often physically injured or struggled mentally. •When President Hindenburg died in August 1934, Hitler was able to declare himself Führer (Leader) and had absolute power in Germany. •Britain and France tried to appease Hitler at the Munich Conference. •Once Hitler was given the Sudetenland, he then marched troops into Czechoslovakia. •On 1st September 1939, Hitler invaded Poland. Two days later, France and Britain declared war on Germany.		as the 'Golden Age of Greece'. • From 508BCE, Athenian democracy was established. • Athenian democracy was structured in three separate parts: Ekklesia, Boule, and Dikasteria. • After defeating the Persians at war, Greek culture flourished. • Athens and Sparta were the two most important city-states. • Athens was built at the base of the Acropolis. • Sparta was surrounded by mountainous landscape. • In the Peloponnesian War, Sparta defeated Athens in 404BCE. • Thebes defeated Sparta in 371BCE. • Alexander the Great conquered an empire and several kingdoms between 333BCE and 323BCE. • Alexander never lost a single battle, and his military tactics are still studied today. • Alexander was successful because he accepted foreign customs in an	
---	--	--	--



		attempt to be accepted by local people. • In 323BCE, Alexander the Great died aged 32 years old and left no single heir, which led to his generals carving up the empire. • The Ancient Greeks made important contributions to philosophy. • The theatre was an important aspect of Ancient Greek culture and influenced modern drama. • The Ancient Greeks gave us the Olympic Games. • The Ancient Greeks also developed an alphabet and a way of recording history. The Ancient Greeks were one of the first civilisations to scientifically study medicine.	
--	--	---	--

Geography Key Objectives & Outcomes

	Mapping our World: • Different maps serve different purposes depending on what they are designed for. • A cartographer is someone who makes maps. • A physical map uses colours to show the natural landscape features of the Earth. • A political map shows the borders of countries, states, counties, and cities.	• Climate is the average weather conditions in a place for long period of time. (30 years or more) • There are approximately five types of climate: subpolar, temperate, Mediterranean, arid, and tropical.		• Natural resources are raw materials produced by the environment. • Most natural resources fit into two categories: renewable and non-renewable. • There is a rising demand in natural resources, and we
--	--	--	--	---



		•A topographic map shows the shape and height of the land on the Earth's surface. •Road and street maps give a clear view of roads, streets and specific places such as museums. •A compass is a tool for finding direction. •Latitude lines run in horizontal parallels and represent distance north or south from the Equator. •Longitude lines, called meridians, run vertically from pole to pole. They represent the distance east or west from Greenwich in London, England. •Latitude and longitude are divided in degrees (°), minutes (') and seconds ("). •Ordnance Survey (OS) is the national mapping agency for Great Britain. •Grid lines are used to locate different symbols or features on an OS map. •Four-figure grid references allow you to locate a grid square and six-figure grid references allow you to identify a specific place such as a shop. •OS maps use map symbols to reduce the clutter on a map and to help the reader locate features easily. •A geographical investigation involves fieldwork. •Fieldwork is when you go outside explore the local area and find out more about it. •When carrying out fieldwork, you will need to observe, plan, question, research, collect and record data and present your findings. •Fieldwork includes investigating both human and physical features.	• There are three main types of land we use: agricultural land, forest land, and urban land. • Climate changes such as rises in temperature and increases in rainfall can affect how we use land. • Climate change is a long-term change of temperature and weather patterns in a place. • Climate change can refer to a particular location or the planet as a whole. • The more greenhouse gases there are in the atmosphere the more the heat gets trapped, which increases Earth's temperature. • The rise in the planet's temperature is often referred to as global warming. • Climate change is a long-term alteration of temperature and typical weather patterns in a place. • The rise in the planet's temperature is often referred to as global warming. • Burning fossil fuels produces energy, but also releases greenhouse gases. • The consequences of global warming will		are starting to see shortages. • Overconsumption of natural resources means we are using them quicker than the Earth can replenish them. • Natural resources are materials people get from the Earth that have economic value or are important for human life. • Resources are distributed throughout the world, though not always evenly, and some people have better access to resources than others. • Fresh water is not evenly distributed and around 80 per cent of the global population have less than they need. • Goods are transported all over the world using ships, planes, and trains. • An import is when goods or services are brought into a country from abroad for sale. • An export is when goods or services are sent to another country for sale.
--	--	---	---	--	---



			affect billions of people, all around the world. • The effects of global warming include glaciers and polar ice melting, sea levels rising, patterns of rainfall changing, producing floods or droughts, and habitats changing. • Within different climate zones, certain crops and vegetation grow. • Climate change may cause weather patterns to be less predictable. • Unexpected weather patterns can make it difficult to maintain and grow crops in areas that rely on farming. • Farming depends on regular temperature and rainfall levels. • A global citizen is someone who is aware of the wider world and understands their place in it. • There are simple steps each of us can do to reduce our greenhouse emissions and our carbon footprint. • The Paris Agreement is an international treaty which aims to reduce the emissions that different countries		• The world's richest countries consume on average 10 times as many materials as the poorest. • One of the factors used to determine the wealth of nations around the world is the Gross Domestic Product (GDP). • Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. • Approximately 80 per cent of the total amount of energy used globally each year comes from fossil fuels. • There are four major types of non-renewable energy resources: oil, natural gas, coal, and nuclear energy. These are cheap to process and energy rich. • There are renewable energy sources, such as wind and solar energy. • To be sustainable means using resources today in a way that maintains
--	--	--	--	--	---



produce and prevent the global temperature from increasing further.
Greta Thunberg is an environmentalist activist known for her activism around the climate crisis.

- their supplies for the future.
- Environmental science is all about finding ways to live more sustainably, which means using resources today in a way that maintains their supplies for the future.
 - Environmental sustainability means being aware of your resource consumption and reducing unnecessary waste.
 - We can achieve sustainability by acting on global, national, and local scales.



Art Key Objectives & Outcomes

Make My Voice Heard: • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history art.		Photography: • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • To improve their mastery of art and design techniques • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Still Life: • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Use the sketchbook to make observations and preparatory drawings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
--	--	--	--	---	--



--	--	--	--	--	--



Playgrounds:

- To know that structures can be strengthened by manipulating materials and shapes
- To understand what a 'footprint plan' is
- To understand that in the real world, design, can impact users in positive and negative ways
- To know that a prototype is a cheap model to test a design idea

Steady hand game:

- To know that batteries contain acid, which can be dangerous if they leak
- To know the names of the components in a basic series circuit including a buzzer
- To know that 'form' means the shape and appearance of an object
- To know the difference between 'form' and 'function'
- To understand that 'fit for purpose' means that a product works how it should and is easy to use
- To know that form over purpose means that a product looks good but does not work very well
- To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind

Come dine with me:

- To know that 'flavour' is how a food or drink tastes
- To know that many countries have 'national dishes' which are recipes associated with that country
- To know that 'processed food' means food that has been put through multiple changes in a factory
- To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides
- To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)



- To understand the diagram perspectives 'top view', 'side view' and 'back'

Religious Education

<u>Why does religion look different around the world? (Part 1)</u> Jewish, Muslim, Christian (plus option to include locally represented worldview)	<u>Why does religion look different around the world? (Part 2)</u> Hindu, Sikh, Buddhist (plus option to include locally represented worldview)	<u>Why is it better to be there in person?</u> Muslim, Hindu, Buddhist (plus option to include locally represented worldview)	<u>Why is there suffering? (Part 1)</u> Muslim, Christian, Zoroastrianist	<u>Why is there suffering? (Part 2)</u> Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	<u>What place does religion have in our World Today?</u> Interfaith Student choice
--	--	--	--	---	--

French

<u>French Greetings with Puppets</u> • To know that in French there are formal and informal greetings and when it is appropriate to use each one. • To know that different greetings are used at different times of the day. • To know that tone of voice can indicate a question. • To know that a cedilla is the tail mark under the ç	<u>French adjectives of colour, size and shape</u> • To know that in French there are formal and informal greetings and when it is appropriate to use each one. • To know that different greetings are used at different times of the day. • To know that tone of voice can indicate a question. • To know that a cedilla is the tail mark under the ç	<u>French playground games: numbers and age</u> • I can say the numbers one to six in French • I am can recognise some of the number words one-six in French • I can play a game using number words • I can say the numbers one to six in French • I am can recognise some of the number words one-six in French	<u>In a French classroom</u> • I can understand and respond to instructions in the classroom • I can give instructions in the classroom • I can recognise words which the teacher mouths silently • I can understand and respond to instructions in the classroom • I can give instructions in the classroom • I can recognise words which the	<u>French Transport</u> • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator • To know that a bilingual dictionary is a special dictionary to translate words from one language to another • To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English	<u>A circle of life in French.</u> • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator • To know that a bilingual dictionary is a special dictionary to translate words from one language to another • To know that a bilingual dictionary is in two parts- one
--	--	---	--	--	--



and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt.	and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt.	- I can play a game using number words - I can say the numbers one to six in French - I am can recognise some of the number words one-six in French - I can play a game using number words	teacher mouths silently - I can ask a question in French about something I have or don't have - I can answer a question in French about something I have or don't have - I can use and share different strategies to help me remember new vocabulary	- To know that placing ne and pas around a verb makes the verb negative - To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)	where the words are listed in French and the other where the words are listed in English - To know that placing ne and pas around a verb makes the verb negative - To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)
--	--	---	---	--	--



PSHE

<u>Family and relationships</u>	<u>Health and wellbeing</u>	<u>Safety and the changing body</u>	<u>Citizenship</u>	<u>Economic wellbeing</u>	<u>Identity</u>
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available	Three lessons on the theme of personal identity, gender identity and body image

Music

<u>Film music</u>	<u>Advanced rhythms</u>	<u>Songs of World War 2</u>	<u>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</u>	<u>Theme and variations (Theme: Pop Art)</u>	<u>Composing and performing a Leavers' song</u>
Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	Developing pitch, control and confidence when singing	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Children spend the topic creating their very own leavers' song personal to their experiences as a class.



Physical Education

Basketball

In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others performances.

Handball

Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the

Dance

Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.

Dodgeball

Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when

Gymnastics

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Football

Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements.

Yoga

Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.

Tennis

In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's

Athletics

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.

In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.

OAA

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.

Tag Rugby

In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.

Cricket

Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In



importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.	refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	performances and identify areas to improve.		cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
--	--	---	---	--	---